

## Relationships and Sex Education Policy

### 1. Aims

The aims of relationships and sex education (RSE) at EIFA International School (“EIFA”, “we”, “our”, “us” or the “School”) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As an independent school we must provide relationships education to all pupils in the Junior and Senior Schools as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum. In the primary school we teach the French National Curriculum, while the Senior School’s Science programme combines aspects of the French and IGCSE curricula.

At EIFA International School we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Personal, Social, Health and Economic (PSHE) Lead and the Pastoral Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents were consulted about the policy at the Junior School’s Conseil d’école and the Senior School’s Conseil d’établissement.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with the Board of Directors and ratified.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE in the Junior School focuses on friendships and recognising the characteristics of positive relationships, as well as developing an understanding of different family structures.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSE curriculum is set out as per Appendix 1 but we may adapt it as and when necessary.

The content combines the topics covered in the French national curriculum (notably in Science and Civil and Moral Education) with elements of the School's own PSHE programme.

In the Junior School, the curriculum content includes the needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and not tempted to seek answers online.

In the Junior School sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Reproduction in some animals.

We recognise that learning does not just take place during lessons and are conscious of the role of school policies, routines, behaviours, events, activities and other opportunities that our pupils enjoy in their development.

## 6. Delivery of RSE

RSE is taught within the personal, social, health, economic (PSHE) education curriculum and in the Moral and Civic Education programme. Biological aspects of RSE are taught within the science curriculum.

In the Junior School Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe in the real and virtual worlds

In the Senior School, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### 6.2 Use of resources

- We will consider whether any resources we plan to use:
  - Are aligned with the teaching requirements set out in the statutory RSE guidance
  - Would support pupils in applying their knowledge in different contexts and settings
  - Are age-appropriate, given the age, developmental stage and background of our pupils
  - Are evidence-based and contain robust facts and statistics
  - Fit into our curriculum plan
  - Are from credible sources
  - Are compatible with effective teaching approaches
  - Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and we will check any resources that they intend to use to ensure they:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The Board of Directors

The Board of Directors has delegated the approval of this policy to the Joint Head of School, Stephane Kuhn.

### 8.2 The Heads of School

The Joint Heads of School are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Joint Head of School, Stephane Kuhn.

In the Junior School, class teachers will deliver RSE as part of the PSHE, as well as the Civil and Moral Education and Science programme.

In the Senior School, the relationship elements of RSE will be delivered by form tutors as part of the PSHE and Civic and Moral Education programme, by Ms Caroline Gourin as part of discrete Civic and Moral Education sessions

### 8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

EIFA is an inclusive school and the RSE programme is accessible for all students. High quality teaching that is differentiated and personalised will be the starting point to ensure all pupils can access the learning.

## **9. Parents' right to withdraw**

In the Junior School, parents do not have the right to withdraw their children from relationships education. The sex education elements are part of the Science programme and parents do not have the right to withdraw children from these lessons. However, parents do have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Joint Head of School, Stephane Kuhn. Alternative work will be given to pupils who are withdrawn from sex education.

In the Senior School, parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Joint Head of School, Stephane Kuhn.

A copy of withdrawal requests will be placed in the pupil's educational record. The joint Heads of School will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The joint Heads of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by the Senior Leadership Team through:

- Planning scrutiny, learning walks/observations and book looks as appropriate.
- Pupils' development in RSE is monitored by class teachers/form tutors through informal assessments.

This policy will be reviewed annually by the Senior Leadership Team.

# Appendix 1: Curriculum Map

## PSHE Overview by Key Stage

Sex and Relationships Education is included

### KS2 PSHE Overview

		Year 3	Year 4	Year 5	Year 6	Events
Autumn	Health and Wellbeing: Growing and Changing	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	
	Living in the Wider World: Rights and Responsibilities	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community MONEY: costs of running a museum and budgeting	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Discuss and debate health and wellbeing issues. Human rights; the rights of the child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	
	Staying Safe in the Real and Digital Worlds	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	How to keep safe in local area and online; people who help them stay healthy and safe	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	
Spring	Relationships: Feelings and Emotions	Recognising feelings in others; responding to how others are feeling	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Responding to feelings in others	Confidentiality and when to break a confidence; managing dares	
	Relationships: Healthy Relationships	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	
	Health and Wellbeing: Healthy Lifestyles	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	
Summer	Relationships: Valuing Difference	Recognising and responding to bullying	Listen and respond effectively to people; share points of view	Listening to others; raise concerns and challenge	Listening to others; raising concerns and challenges. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	
	Living in the wider world: Environment	Responsibilities; rights and duties	Sustainability of the environment across the world	Different rights; responsibilities and duties	How resources are allocated; effect of this on individuals; communities and environment	
	Living in the wider world: Money	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved	Role of money; managing money (saving and budgeting); what is meant by interest and loan	Importance of finance in people's lives; being a critical consumer;	looking after money; interest; loan; debt management of money; tax	

**In Orange:** Taught in “Education morale et civique”

		Y7	Y8	Y9	EVENTS
Autumn	Health and Wellbeing	<b>Transition to college : vivre ensemble au collège</b> <b>Election des délégués</b> Organising work Diet and exercise and how to make healthy choices	Bullying Cyberbullying First Aid, Peer influence  Alcohol and drug misuse	Bullying Cyberbullying Peer pressure, assertiveness, managing risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies	Tolerance Day Telethon Jeans for Genes (organised by pupils)  Black History Month (NB Black History is not just for October)  Books for Change (organised by pupils)
		Staying safe in the real world	Staying safe in the real-world focus on road safety <b>(ASSR1 in May)</b>	Staying safe in the real world: Peer pressure, assertiveness, managing risk, gang crime	
		Staying safe in the digital world Sharing information on social media	Staying safe in the digital world including peer influence and cyber bullying	Staying safe in the digital world Sexting Science: Sex Education - STDs and contraception	
	Living in the Wider World	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations <b>Right to education</b> and study of different educational opportunities worldwide and in different circumstances Working for the good of others (public service)	Rights and responsibilities in the community <b>Tackling age and disability discrimination</b>	Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process	
Spring Term	Relationships	Diversity, identity, prejudice and bullying including cyber bullying Managing on- and off-line friendships	<b>Tackling racism and religious discrimination, promoting human rights</b> Online safety and digital literacy	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism <b>(In Y8)</b>	Semaine de la Presse Holocaust Memorial Day  International Week
	Health and Wellbeing	The risks of alcohol, tobacco and other substances Managing puberty and the issues of unwanted contact and FGM	Mental health and emotional wellbeing, including body image and gender identity Managing change and loss	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction Science: drugs and impact on nervous system	
Summer	Relationships	Self-esteem, romance and friendships Exploring family life	Introduction to sexuality and consent Diversity and gender/gender identity including LGBT identities. Introduction to contraception including condoms and the pill	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography	
	Living in the wider world	Making ethical financial decisions Saving, spending and budgeting our money Looking after the environment	Evaluating value for money in services Risks and consequences making financial decisions	Planning and carrying out an enterprise project Reflecting on learning skills development in key stage	

		Y10	Y11	EVENTS
Autumn	Health and Wellbeing	Transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential	Tolerance Day Telethon/Jeans for Genes
		Staying safe in the digital world Sharing information on social media	Staying safe in the digital world including peer influence and cyber bullying	
	Living in the Wider World	Understanding the causes and effects of debt Understanding the risks associated with gambling Principles of French Republic Requirements of French citizenships Rights and Responsibilities in society (focus on France)	Considering 6th Form options and University application process Skills for employment and career progression	
Spring Term	Relationships	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage	Semaine de la Presse Holocaust Memorial Day International Week
	Health and Wellbeing	Exploring the influence of role models Evaluating the social and emotional risks of drug use	Health and safety in independent contexts Taking responsibility for health choices	
	Living in the wider world	Role of public opinion in democracy	Looking at options for summer holiday to enhance personal growth. Preparing and participating in debates on 'big issues' including re-running famous court cases	
Summer	Relationships	Understanding different families and learning parenting skills Managing change, grief and bereavement	British values, human rights and community cohesion Challenging extremism and radicalisation	
	Living in the wider world	Preparation for work experience Evaluation of work experience and readiness for work - Institutions of the French Republic France's role in international relations with focus on cooperation eg NATO	Introduction to CAS	



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 3: By the end of senior school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	