



# Relationship and Sex Education (RSE) Policy

## Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Review Date: April 2027

Last Review Date: April 2026

A handwritten signature in black ink, appearing to read 'M. D.', with a long horizontal line extending to the right.

Signed

Head of School

*Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

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### **1. Aims**

We are aware at Centre Academy London that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral, and social lives in a positive way.

The Secretary of State has made Relationships Education compulsory in all primary schools and Relationships and Sex Education compulsory in all secondary schools.

Therefore, as of September 2022 RSE has been taught at CAL within curriculum, through lessons which meet the statutory content. Biological aspects of RSE are also taught within the science curriculum, and other aspects, such as online safety are included in ICT and ideas regarding different beliefs in religious education (RE). The aims of relationships and sex education (RSE) at our school are to:

- Provide a safe and supportive framework in which pupils can explore and discuss sensitive issues with respect and confidence.
- Equip pupils with accurate, age-appropriate knowledge about their bodies, health, puberty, sexual development, and reproductive health.

- Promote positive mental and physical wellbeing, encouraging resilience and empathy for others.
- Enable pupils to understand the characteristics of healthy and safe relationships (including friendships, family, intimate and online relationships).
- Foster an inclusive culture that recognises and respects diversity in religion, race, gender, sexuality, families, and relationships.
- Prepare pupils to make informed responsible decisions around consent, personal safety (offline and online), and the impact of their choices on themselves and others.
- Support pupils to develop the vocabulary, emotional literacy and communication skills needed to express themselves and seek help when needed.
- Work in partnership with families to provide a consistent approach that reflects our school values and prepares pupils for the responsibilities of adult life.

## **2. Statutory requirements**

In teaching RSE, we must have regard to DfE Statutory guidance on RSE and Health Education (2025) issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

## **3. Policy development**

This policy has been developed and reviewed in consultation with relevant staff, pupils and parents/carers.

## 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 is not about the promotion of sexual activity. RSE can be split into two:

**Relationships Education:** focuses on teaching the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships, and relationships with peers and adults (Department of Education [DfE] Statutory Guidance on RSE and Health Education, 2019; updated 2025).

**Sex Education:** refers to learning about the physical, social, emotional and moral aspects of human sexuality and reproduction that go beyond the science curriculum (DfE Statutory Guidance on RSE and Health Education, 2019; updated 2025).

## 5. Curriculum

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

We have developed the considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum overview in Appendix 1 and expectations of what the students will have learnt by the end of various ages in Appendix 2.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

### Relationships and Sex Education (RSE) Secondary

- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship is like and what makes a good friend, a good

colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

- Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

- RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships, and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching will:

- Support children to understand and respect diverse family structures, including single-parent families, same-sex parent families, blended families, extended families, families with kinship or foster carers, and other variations that reflect modern society. - -

- Help pupils to recognise that all families, when characterised by love, care, and mutual respect, provide a secure and nurturing environment for children and adults alike.

- Enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

- Reinforce the values of respect, inclusivity, and empathy, preparing pupils to thrive in a diverse society.

- Pupils should understand the benefits of healthy relationships to their, and others, mental wellbeing, and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

- Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience, emotional wellbeing, and character in the individual. This includes developing character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice. These are underpinned by an understanding of the importance of self-respect and self-worth. In line with the 2025 statutory guidance, pupils will also learn that negative emotions are a natural and expected part of daily life. The curriculum will support them to:

- Recognise, name, and understand a range of feelings, including difficult or negative ones, without stigma.
- Develop strategies to manage and express these emotions in healthy, age-appropriate ways.
- Know how and where to seek help inside and outside of school, including trusted adults, pastoral systems, and external services, recognising that seeking support is a sign of strength.
- At the secondary level, the school will provide planned opportunities to strengthen these attributes and skills through social action, active citizenship, volunteering, and peer support initiatives. This holistic approach ensures that pupils build resilience not only through challenge and responsibility but also through the confidence to care for their own mental health and seek help when needed.
- Pupils should be taught the facts and the law about sex, sexuality and sexual health in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation should be explored at a timely point and in a clear, sensitive, and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation. There should be an equal opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into the RSE program, rather than addressed separately or in only one lesson.
- We recognise that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the

applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

- The law, faith, British values and Politics can also be addressed during other subjects for example, Current Affairs, tutor periods and RE.
- Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. We are also mindful that some pupils may have experienced unhealthy or unsafe relationships at home or socially. We have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.
- Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. This includes identifying harmful online influencers who encourage misogynistic and discriminatory

attitudes, while also promoting positive role models. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Teaching will also cover the risks associated with AI, including AI generated deepfakes and misinformation. (see Online Safety Policy)

- Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships. Additionally, teaching online safety will support students' behaviours and responses when online.

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 make sure 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 and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

The content is made accessible to all pupils, including those with special educational needs and disabilities (SEND). CAL teachers assess the needs of our pupils and ensure appropriate support is in place. Family diversity is represented throughout the school to represent wider society, including same-sex parents, single parents, adoption and fostering, children living with grandparents, siblings or wider family etc. Resources and teaching reflect this to ensure all children feel valued, included and represented. Stereotypes are challenged around gender in RSE, PSHE and the wider curriculum and school ethos, so all pupils feel recognised, respected, and equal.

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
- Differentiates to ensure learning to accessible to all

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages
- Able to ask questions where unsure or unclear on the learning

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

Digital formats

- Consider 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 don't 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 it and the resources they intend to use: -
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The DfE Statutory guidance on RSE and Health Education (2025)

- 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
    - Share all external materials with parents and carers

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 governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

## **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from nonstatutory / non-science 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/carers wish them to be withdrawn from the nonstatutory /non-science components of RSE

## **8.4 Pupils**

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

# **9 Parents' right to withdraw**

Parents/carers have the right to withdraw their child from the non-statutory /non-science components of sex education within RSE up to and until 3 terms before the child turns 16. Please see Appendix 3. 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 in response to the letter from the school sent at the beginning of the school year, or on admission if the student joins CAL during the Academic year and addressed to the headteacher.

A letter is sent to parents at the beginning of each academic year which highlights their right to withdraw and provides them with the curriculum overview. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

# **10. Monitoring arrangements**

The delivery of RSE is monitored by the Head of School and SLT through:

Learning walks, book scrutiny and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the SLT lead for RSE, or earlier if there are any changes to statutory guidance. At every review, the policy will be approved by Governance

Please read this policy in conjunction with:

Child Protection and Safeguarding Policy

Online Safety Policy

PSHE policy 10

## CAL RSE POLICY

### Appendix 1

Year	Autumn 1: <b>Health and Wellbeing</b>	Autumn 2: <b>Living in the Wider World</b>	Spring 1: Relationships (RSHE)	Spring 2: Health and Wellbeing	Summer 1 Relationships (RSHE)	Summer 2: <b>Living in the Wider World</b>
MG	<p><b>Me and My New School</b></p> <p>Feeling safe, rules, people who help us, getting to school safely and greater personal safety. An introduction to basic first aid.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>Me and My Community</b></p> <p>Different jobs people do, what I am good at, working in a team, equality.</p> <p><b>(FBV: Respect) (PC: All)</b></p>	<p><b>Me and My Friends</b></p> <p>What is a friend? being kind, saying no to bullying and discrimination.</p> <p><b>(FBV: Respect, Tolerance) (PC: All)</b></p>	<p><b>Looking After My Body</b></p> <p>Healthy food, keeping clean, puberty changes, private body parts.</p> <p><b>(FBV: Law, Liberty) (PC: Sex)</b></p>	<p><b>My Feelings and Relationships</b></p> <p>Naming feelings, who I can talk to, safe and unsafe touches (consent)</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>Using Money Safely</b></p> <p>What is money for? needs vs. wants, keeping money safe. An introduction to gambling hooks.</p> <p><b>(FBV: Liberty)</b></p>

JAGUAR	<p><b>Keeping Safe: Drugs &amp; Alcohol</b></p> <p>What are medicines? vs. harmful substances, saying no, risks of alcohol.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>Exploring Work</b></p> <p>Visiting workplaces , different workplaces , skills for work, challenging stereotypes.</p> <p><b>(FBV: Respect, Liberty)</b> <b>(PC: Sex, Religion, Disability)</b></p>	<p><b>Respecting Everyone</b></p> <p>We are all different, challenging prejudice. Understanding racism, homophobia, transphobia.</p> <p><b>(FBV: Respect, Tolerance)</b> <b>(PC: All)</b></p>	<p><b>Health and Wellbeing My Feelings and Wellbeing</b></p> <p>Big feelings, mental health (including change, loss, grief and loneliness) calming strategies, body image, unhealthy coping strategies.</p> <p><b>(FBV: Liberty)</b></p>	<p><b>Healthy Relationships</b></p> <p>Public vs. private, respecting my body and others (to include misogyny and violence against women and girls. 'Sexting' online relationships.</p> <p><b>(FBV: Law, Respect)</b></p>	<p><b>Online Safety</b></p> <p>Being kind online, what to share and asking for help. Online safety and digital literacy: rise of AI, deepfakes and an introduction to radicalisation .</p> <p><b>(FBV: Tolerance, Law)</b></p>
ASTON MARTIN	<p><b>Peer Pressure and Safety</b></p> <p>What is peer pressure? making choices, who to trust, gang exploitation, knife crime and substance misuse.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>My Skills for the Future</b></p> <p>My interests, skills, different types of work, what is a CV? GCSE choices.</p> <p><b>(FBV: Liberty, Democracy)</b> <b>(PC: All)</b></p>	<p><b>Different Families</b></p> <p>All families are different (single-parent, same-sex), responsibilities . Healthy relationships, conflict resolution. Forced marriage.</p> <p><b>(FBV: Respect, Tolerance)</b> <b>(PC: Orientation, Marriage)</b></p>	<p><b>Healthy Choices</b></p> <p>Exercise, sleep, diet, taking responsibility for my health, testicular self-check.</p> <p><b>(FBV: Liberty)</b></p>	<p><b>Community and Belonging</b></p> <p>My rights, respecting others' beliefs. Challenging extremism safely.</p> <p><b>(FBV: Tolerance, Respect, Democracy)</b> <b>(PC: Religion, Belief)</b></p>	<p><b>Living in the Wider World Getting Ready for Work</b></p> <p>What to wear, being on time, following instructions, rights at work.</p> <p><b>(FBV: Law, Respect)</b></p>
MCCLAREN	<p><b>Peer Pressure and Safety</b></p> <p>What is peer pressure? making choices, who to trust, gang exploitation, knife</p>	<p><b>My Skills for the Future</b></p> <p>My interests, skills, different types of work, what is a CV? GCSE choices.</p>	<p><b>Different Families</b></p> <p>All families are different (single-parent, same-sex), responsibilities . Healthy relationships, conflict resolution.</p>	<p><b>Healthy Choices</b></p> <p>Exercise, sleep, diet, taking responsibility for my health, testicular self-check.</p> <p><b>(FBV: Liberty)</b></p>	<p><b>Community and Belonging</b></p> <p>My rights, respecting others' beliefs. Challenging extremism safely. A greater look at</p>	<p><b>Living in the Wider World Getting Ready for Work</b></p> <p>What to wear, being on time, following instructions, rights at work.</p>

	<p>crime and substance misuse.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>(FBV: Liberty, Democracy )</b></p> <p><b>(PC: All)</b></p>	<p>Forced marriage.</p> <p><b>(FBV: Respect, Tolerance)</b></p> <p><b>(PC: Orientation, Marriage)</b></p>		<p>radicalisation (including misogyny and manosphere. )</p> <p>(FBV: Tolerance, Respect, Democracy)</p> <p><b>(PC: Religion, Belief)</b></p>	<p><b>(FBV: Law, Respect)</b></p>
JENSEN	<p><b>Managing My Mental Health</b></p> <p>Coping with change, problem-solving, challenging negative thoughts, accessing support.</p> <p><b>(FBV: Liberty)</b></p>	<p><b>Managing My Money</b></p> <p>Budgeting, what is debt? Dangers of gambling [including gambling hooks online,] fraud and cybercrime .</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>Positive Relationships</b></p> <p>Respect, Understanding consent and the law, impact of pornography, unhealthy relationships. Sextortion.</p> <p><b>(FBV: Law, Respect)</b></p> <p><b>(PC: Sex)</b></p>	<p><b>Influences and Role Models</b></p> <p>Positive/negative influences, role of drugs and gangs in exploitation, staying safe.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>Intimate Relationships</b></p> <p>Review of what is a healthy relationship and important of consent: asking for and giving permission. Contraception (condoms), STIs and menstrual and gynaecological health.</p> <p><b>(FBV: Law, Respect)</b></p> <p><b>(PC: Sex, Orientation)</b></p>	<p><b>Work Experience Prep</b></p> <p>Travel training, role-playing work scenarios, health and safety, online presence.</p> <p><b>(FBV: Law, Liberty)</b></p>
LANDROVER	<p><b>Managing My Mental Health</b></p> <p>Coping with change, problem-solving, challenging negative thoughts,</p>	<p><b>Managing My Money</b></p> <p>Budgeting, what is debt? Dangers of gambling [including gambling hooks online,]</p>	<p><b>Positive Relationships</b></p> <p>Respect, Understanding consent and the law, impact of pornography, unhealthy relationships. Sextortion.</p>	<p><b>Influences and Role Models</b></p> <p>Positive/negative influences, role of drugs and gangs in exploitation, staying safe.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>Intimate Relationships</b></p> <p>Review of what is a healthy relationship and important of consent: asking for</p>	<p><b>Work Experience Prep</b></p> <p>Travel training, role-playing work scenarios, health and safety,</p>

	<p>accessing support.</p> <p><b>(FBV: Liberty)</b></p>	<p>fraud and cybercrime .</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>(FBV: Law, Respect)</b></p> <p><b>(PC: Sex)</b></p>		<p>and giving permission. Contraception (condoms), STIs and menstrual and gynaecological health.</p> <p><b>(FBV: Law, Respect)</b></p> <p><b>(PC: Sex, Orientation)</b></p>	<p>online presence.</p> <p><b>(FBV: Law, Liberty)</b></p>
BENTLEY	<p><b>Managing My Mental Health</b></p> <p>Coping with change, problem-solving, challenging negative thoughts, accessing support.</p> <p><b>(FBV: Liberty)</b></p>	<p><b>Managing My Money</b></p> <p>Budgeting, what is debt? Dangers of gambling [including gambling hooks online,] fraud and cybercrime .</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>Positive Relationships</b></p> <p>Respect, Understanding consent and the law, impact of pornography, unhealthy relationships. Sextortion.</p> <p><b>(FBV: Law, Respect)</b></p> <p><b>(PC: Sex)</b></p>	<p><b>Influences and Role Models</b></p> <p>Positive/negative influences, role of drugs and gangs in exploitation, staying safe.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p><b>Intimate Relationships</b></p> <p>Review of what is a healthy relationship and important of consent: asking for and giving permission. Contraception (condoms), STIs and menstrual and gynaecological health.</p> <p><b>(FBV: Law, Respect)</b></p> <p><b>(PC: Sex, Orientation)</b></p>	<p><b>Work Experience Prep</b></p> <p>Travel training, role-playing work scenarios, health and safety, online presence.</p> <p><b>(FBV: Law, Liberty)</b></p>
LOTUS	<p><b>Coping with Pressure</b></p> <p>Managing exam stress, planning my time, relaxation techniques,</p>	<p><b>Next Steps: College &amp; Work</b></p> <p>Post-16 options, taster days, writing a simple CV,</p>	<p><b>Communication in Relationships</b></p> <p>Assertive communication, dealing with arguments. Communicating consent. Recognising abuse,</p>	<p><b>Independence and Health</b></p> <p>Registering with a doctor, basic first aid, making health appointments, <b>health screening.</b></p> <p><b>(FBV: Liberty)</b></p>	<p><b>Families and Parenting</b></p> <p>Different family structures, readiness for parenthood, pregnancy and options, support.</p>	<p><b>Transition Review</b></p> <p>Preparing for change, celebrating achievements, looking forward.</p> <p><b>(FBV: All)</b></p>

	building resilience.  <b>(FBV:          Liberty)</b>	interview practice.  <b>(FBV:          Democracy          , Liberty)</b>	stalking, and coercion.  <b>(FBV: Liberty,          Law)</b>  <b>(PC: Sex,          Disability)</b>	<b>FGM</b>	<b>(FBV:          Respect,          Tolerance)</b>  <b>(PC:          Pregnancy,          Sex)</b>	
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## Appendix 2

### **Withdrawal Request Form**

TO BE COMPLETED BY PARENT/CARER			
Name of child		Class	
Name of parent/Carer		Date	
Reason for withdrawing from Sex Education within RSHE ['Positive Relationships' Module]			
Any other information you would like the school to consider			
Parent/Carer signature			

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