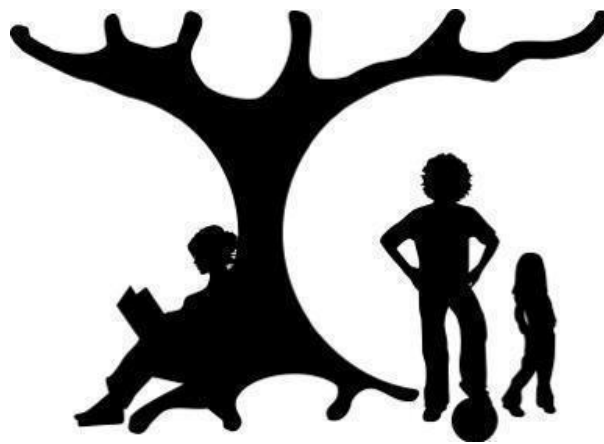


New Forest Small School

Relationships and Sex Education (RSE) Policy



Member of Staff Responsible	Headteacher
Regularity of Review	Every 2 years
Approved By	Lead Proprietor
Last reviewed	June 2025

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Aims

The aims of relationships and sex education (RSE) at our 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.
 - Promote the fundamental British values related to RSE, in particular the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
 - Teach pupils the correct vocabulary to describe themselves and their bodies

Rationale

The school believes that knowledge and understanding of human sexuality and relationships is of great importance and a basic requirement for student development towards maturity and adulthood. Our delivery of RSE is closely tied to our whole school culture of respect, in which the teachings of healthy relationships and consent are discussed and taught to our students. The school believes that such knowledge and understanding should be acquired within the context of the PSHE framework (personal, social and health education) in which the value of family life, the responsibilities of parenthood, the value of personal well-being and respect for others are given full emphasis.

Statutory requirements

In teaching RSE, we must have regard to [guidance](#) 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

At NFSS we teach RSE as set out in this policy.

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 – a member of staff or working group 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE through discussion and planning their aims together
5. Ratification – once amendments were made, the policy was shared with governors and ratified

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.

Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stages, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner and will look to answer questions if age-appropriate to do so.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. PSHE is generally assigned an hour lesson per week for all classes

throughout the school.. Biological aspects of RSE are taught within the science curriculum.

RSE is taught with sensitivity to individual student needs. In cases where a student with additional needs cannot access the lesson, then RSE can be delivered on a one on one basis with their Learning Support Assistant (LSA). However, our small class sizes mean that teachers are good at adapting content to the needs of different children, and it will be rare that this is necessary. All secondary RSE lessons are available on our online learning platform (Google Classroom) at all times, accessible to students and parents.

Procedure and Practice

- Sex and Relationships Education shall be available to every student throughout their time at school, in a form appropriate to the students age and level of maturity
- Sex and Relationships Education should be delivered to students in appropriate groupings
- The curriculum should be coordinated to ensure a balanced, sensitive and progressive programme of Sex and Relationships Education
- The Sex and Relationships Education curriculum should make full use of resource materials, visual presentation, literature and outside speakers. On occasions when an outside speaker is used, a member of the teaching staff should be present throughout the lesson to ensure that contributions are consistent with the school policy
- The main vehicles for the teaching of Sex and Relationships Education will be the PSHE classes, supported by other areas of the curriculum as appropriate, in particular Science (for factual biological aspects of sexual function), and Psychology. There is also an embedded culture within the school which promotes the underlying values of consent, respect and promotes positive relationships.
- Lessons will encompass sexual function and behaviour as one of several equally important aspects of individual development such as self-awareness, personal hygiene and health, confidence, satisfaction and consent

Sex and Relationships Education provides factual information together with the emotional aspects of sexual health, in order to prepare students for their adult life. In particular the Sex and Relationships Education curriculum will include:

- Learning the importance of consent

- Learning the value of respect, love and care
- Exploring, considering and understanding all kinds of relationships & sexual behaviours
- Challenging myths, misconceptions, and false assumptions about normal behaviour

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Introducing students to the skills required to be able to avoid inappropriate pressures or advances

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the value of delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

This is part of the school's statutory delivery of PSHE and will be delivered through the following subjects: Psychology, Science and occasional outside speakers.

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

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, including social media
- Being safe
- Intimate and sexual relationships, including sexual health

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.

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:

- o Safe and supported

- o 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:

- o A whole-class setting

- o Small groups or targeted sessions
- o 1-to-1 discussions
- o Digital formats
 - Give careful consideration to the level of differentiation needed

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

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 [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:

i) What they're going to say

ii) 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

Roles and responsibilities

The Lead Proprietor and Governance Advisory Board (GAB)

The Lead Proprietor will approve the policy and it will also be shared and discussed with the GAB. Both will be responsible for holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory/non science components of RSE.

Staff

We have a designated teacher for the delivery of Secondary RSE/PSHE, who holds up to date training in Relationships and Sex Education.

All 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/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching the RSE curriculum are encouraged to discuss this with the headteacher. If these concerns are not acted upon, they could be discussed with the Lead Proprietor and GAB.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Any deviance from this will be treated in line with the school's behaviour policy.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/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 and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. When appropriate, arrangements should be made for parents to view teaching and learning materials and be given the opportunity to discuss the school's approach. Copies of the school policy should be available to parents on request.

In their pastoral role, teachers will be concerned with the safety and wellbeing of students in their care. When offering guidance to individual students care must be taken to recognise the responsibilities of parents. If approached by an individual student for specific advice on sexual matters, staff should encourage the students to consult parents or a health professional. School staff will not seek out emergency contraception for our students. Where a student confides in a member of staff no guarantee of confidentiality may be offered and the teacher concerned must consult the school's Child Protection Officer (CPO). If a student appears to be at moral or physical risk, staff should refer the matter to the CPO who will liaise/make contact with parents/carers, or other professional services as appropriate.

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

Monitoring

This policy and programme will be monitored regularly and reviewed annually by the PSHE co-ordinator.

RSE is monitored and evaluated through discussions between the Headteacher and RSE/PSHE Coordinator and seeking feedback from pupils and parents.

Training

Staff will receive training where appropriate for teaching RSE.

The headteacher or RSE/PSHE coordinator 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.

Relationships and sex education curriculum map

CLASS	TERM	TOPIC/THEME DETAILS	RESOURCES
Kindergarten	Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> * How are we similar/different to other people? * How are we similar/different from animals and other living things? * What are our likes/dislikes, hobbies and interests? * What are our families like? * Why are our families important in making us who we are? * What do our families give us? * Who are our friends? 	
Class 1	Autumn 1	<ul style="list-style-type: none"> * Who is in our families? * What's special about our families? 	

		<ul style="list-style-type: none"> * What defines a family? * How can families be different from each other? 	
Class 2	Autumn 1	<ul style="list-style-type: none"> * Who is important in your life? this may be members of your family, your friends, pets etc * How do we show those in how lives who are important to us that we love and care about them? * How is marriage a way for two people to show a commitment to love and care for each other? 	
Class 2	Spring 2	<ul style="list-style-type: none"> * What does it mean to be kind? How do we show kindness to others? How do other people show kindness to us? * How can we be kind to our friends? How can we manage when things with our friends are difficult? * How can we make sure we are kind of everyone, not only our 	

		<p>friends, so we don't exclude/upset other people?</p> <p>* How can we show kindness to animals and other living things?</p>	
Class 3	Autumn 1	<p>* What are your everyday routines like within your household?</p> <p>* Who is responsible for different household chores within your family?</p> <p>* How is your everyday life similar/different from others in your class? How about in different families around the world?</p> <p>* How can you seek help or advice if things in your family life are worrying you?</p>	
Class 3	Spring 1	<p>* What is respect and why is it important?</p>	

		<p>* Why is it important to respect others, even when they are different to us?</p> <p>* Why is self-respect important for being healthy and happy?</p> <p>* How do other people show us respect, and how can we show respect to others?</p> <p>* Why is it important to be respectful online as well as in face-to-face relationships?</p> <p>* How can we be respectful in the way we treat things and places?</p>	
Class 3	Autumn 2	<p>* What do we mean by 'safe relationships'?</p> <p>* How can we recognise who to trust and who not to trust?</p> <p>* How can we judge when a friendship is causing us harm?</p> <p>* What is bullying, how does it happen and how can it affect us?</p> <p>* What to do if we're being bullied.</p>	

		<p>* How do we report concerns or abuse. Where can we get advice from?</p> <p>* How do we keep safe online, including keeping our data and personal information safe?</p>	
Class 4	Autumn 1	<ul style="list-style-type: none"> • How do we cope with moving classes? • What is puberty? • Menstrual wellbeing • Personal hygiene • How can we manage our emotions? 	<p>Powerpoint – Google classroom</p> <p>Photos and videos to explain the menstrual cycle - sourced from PSHE Association/NSPC</p> <p>C</p> <p>Tasks assigned and marked as completed in class/on google classroom</p>
Class 4	Autumn 2	<ul style="list-style-type: none"> • What are the different types of relationships? • What is a healthy relationship? • Communication skills 	<p>Powerpoints – google classroom</p> <p>Ted talk/news broadcasts showing real</p>

		<ul style="list-style-type: none"> • Is commitment essential in relationships? • Abuse in relationships (emotional, physical, sexual, financial) 	<p>people talking about their experience with abuse</p> <p>Talks from real victims of coercive control</p> <p>Tasks assigned and marked as completed in class/on google classroom</p>
Class 4	Spring 1	<ul style="list-style-type: none"> • Our choices around sex (informed consent, age of consent, the law) • Pornography and sexting and the law • Conception, pregnancy, and birth (including our pregnancy and birth choices, and miscarriage) • What is contraception and how does it work? • What are STIs? 	<p>Powerpoints – google</p> <p>Videos on conception and the stages of pregnancy - sourced from PSHE Association/NSPC C</p> <p>Visiting charity – Stop Domestic Abuse talk on consent</p>

			Tasks assigned and marked as completed in class/on google classroom
Class 5	Autumn 1	<ul style="list-style-type: none"> • How do we relate to each other? • Parenting skills and family life • Exploitation • Abuse in relationships (emotional, physical, sexual, financial) • Help and support for relationships (counselling, divorce) 	<p>Powerpoint – Google classroom</p> <p>Talks from real people who have experienced abuse - TEDX, NSPCC</p> <p>Using social media to explain exploitation – consider our digital footprints/photos</p> <p>Tasks assigned and marked as completed in class/on google classroom</p>
Class 5	Autumn 2	<ul style="list-style-type: none"> • Our choices around sex (informed consent, age of consent, the law) 	<p>Powerpoints – google classroom</p> <p>Ted talk/news broadcasts</p>

		<ul style="list-style-type: none"> • Pornography and sexting and the law • Conception, pregnancy, and birth (including our pregnancy and birth choices, abortion, and miscarriage) • What is contraception and how does it work? • Sexual health (emotional and physical) 	<p>showing real people talking about their experience with sexual abuse</p> <p>Talks from real victims of coercive control - NSPCC</p> <p>Visiting charity – Stop Domestic Abuse talk on Consent</p> <p>Tasks assigned and marked as completed in class/on google classroom</p>
Class 5	Summer 1	<ul style="list-style-type: none"> • How do we manage our risk in situations? • The teenage brain and risk • What are our rights and responsibilities when we use social media/go online • What do we do when things go wrong online? 	<p>Videos on online bullying and the forms it can take - NSPCC</p> <p>Consider our own feelings/impulses when we can be ‘anonymous’</p>

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

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> · That families are important for children growing up because they can give love, security and stability · 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 · 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 · 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 · That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

<p>Caring friendships</p>	<ul style="list-style-type: none">· How important friendships are in making us feel happy and secure, and how people choose and make friends· The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties· That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded· 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· 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
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<p>Respectful relationships</p>	<ul style="list-style-type: none"> · 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 · Practical steps they can take in a range of different contexts to improve or support respectful relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness · 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 · 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 · What a stereotype is, and how stereotypes can be unfair, negative or destructive · The importance of permission-seeking and giving in relationships with friends, peers and adults
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<p>Online relationships</p>	<ul style="list-style-type: none"> · That people sometimes behave differently online, including by pretending to be someone they are not · 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 · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met · How information and data is shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> · What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) · 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 · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · How to recognise and report feelings of being unsafe or feeling bad about any adult

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|--|---|
| | <ul style="list-style-type: none">· How to ask for advice or help for themselves or others, and to keep trying until they are heard· How to report concerns or abuse, and the vocabulary and confidence needed to do so· Where to get advice e.g. family, school and/or other sources |
|--|---|

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> · That there are different types of committed, stable relationships · How these relationships might contribute to human happiness and their importance for bringing up children · 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 · Why marriage is an important relationship choice for many couples and why it must be freely entered into · The characteristics and legal status of other types of long-term relationships · The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting · 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

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> · 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 · Practical steps they can take in a range of different contexts to improve or support respectful relationships · 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) · 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 · About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help · That some types of behaviour within relationships are criminal, including violent behaviour and coercive control · What constitutes sexual harassment and sexual violence and why these are always unacceptable · 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
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<p>Online and media</p>	<ul style="list-style-type: none"> · Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online · 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 · Not to provide material to others that they would not want shared further and not to share personal material which is sent to them · What to do and where to get support to report material or manage issues online · The impact of viewing harmful content · 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 · That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail · How information and data is generated, collected, shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> · 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

	<ul style="list-style-type: none"> · 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)
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> · 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 · 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 · The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women · That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others · That they have a choice to delay sex or to enjoy intimacy without sex · The facts about the full range of contraceptive choices, efficacy and options available · The facts around pregnancy including miscarriage · 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)

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| | <ul style="list-style-type: none">· 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· About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment· How the use of alcohol and drugs can lead to risky sexual behaviour· How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |
|--|--|

Any other information you would like the school to consider

Parent
signature

TO BE COMPLETED BY THE SCHOOL

Agreed
actions from
discussion
with
parents/carers