



Relationships and Sex Education Policy

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Introduction

Harbour Vale works with young people between the ages of 11 and 16 from North Dorset who are unable to attend school full-time. We are a short stay alternative provision for students who have been permanently excluded from mainstream education, for students who may be at risk of permanent exclusions (dual registered), students who have specific medical needs and students who need SEND assessments from Year 7-11, located in Sherborne, North Dorset.

The majority of students arrive with significant gaps in their learning – we aim to tackle their barriers to learning before challenging them on their academic achievements.

SRE is important, relevant and appropriate to the lives of young people, regardless of their family background or sexuality. SRE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

We believe it should encourage personal and social development, fostering self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist abuse and unwanted sexual experience.

This policy has been developed in consultation with staff, pupils and parents.

This policy includes statutory changes that come into the curriculum from September 2026. The revised curriculum places greater emphasis on developing healthy and respectful relationships, challenging misogyny, harmful gender stereotypes and the influence of incel culture, and understanding the risks associated with pornography and other harmful online content. Pupils will learn about personal safety, including fire, road, rail and water safety, knife crime, conflict resolution, consent, financial exploitation, scams, fraud, extortion and sextortion. The curriculum also reflects emerging technologies through the development of AI literacy and awareness of misinformation, manipulated media and deepfake imagery. Greater emphasis is placed on mental health, grief, loss and bereavement, accessing healthcare services and seeking support when needed.

Relationships, Sex and Health Education further develops pupils' understanding of their bodies, health and wellbeing, including menstrual and gynecological health, and, where appropriate to individual needs, the use of correct anatomical terminology to support safeguarding, health literacy and personal confidence.

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
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Harbour Vale School we also use the RSE programme to

- Teach students the importance of consent and their legal and ethical rights to exercise choice
- Equip students with tools to safeguard themselves within relationships

Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Harbour Vale School we teach RSE as set out in this policy while taking into account the statutory changes

for delivery in 2026.

Definition of RSE

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 curriculum map is set out as per Appendix 1 but we may need to adapt it as and when necessary. Due to the diverse educational experiences, additional needs and developmental profiles of pupils attending Harbour Vale School (a PRU), the RSHE and PSHE curriculum may be adapted to meet the particular and vulnerabilities of the pupils. Formal testing and teacher observations may indicate some content needs to be revisited to reinforce knowledge and skills typically introduced during primary education or at other stages where gaps in understanding are identified. This may include learning related to body changes, personal hygiene, emotional literacy, healthy relationships, consent and the use of correct anatomical terminology. Such content is delivered in an age-appropriate, sensitive and needs-led manner to ensure all pupils have the foundational knowledge required to keep themselves safe, access support, maintain positive relationships and engage confidently with health and safeguarding professionals.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, 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 don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

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 our reflection lessons / Tutor Time, as this allows the school to address pertinent themes and topics for discussions in a dynamic manner. These timetabled lessons are further supported with targeted workshops from a range of specialists such as NHS Sexual Health Dorset and Our Streets Now.

Pupils also receive stand-alone sex education sessions delivered by trained health professionals from the NHS Sexual Health Dorset, targeted outreach team.

Staff have been trained by trained health professionals from the NHS Sexual Health Dorset, targeted outreach team to deliver RSE. The aims of this specialist training was;

- To know how to create a safe learning environment
- To have an opportunity to explore their own values and how these may impact on their teaching
- To know their rights and responsibilities in regards to teaching RSE
- To have experienced a range of RSE activities contained within the core package
- From 2026 the NHS Sexual Health Dorset team will add discussions around HIV prevention medicine, PrEP and PEP to their workshops with HVS pupils

Harbour Vale School works in partnership with the youth-led organisation Our Streets Now to support pupils' understanding of respectful relationships, personal safety and consent. This relationship includes staff CPD sessions as well as face to face workshops with pupils. Through targeted workshops and awareness sessions, pupils explore issues including public sexual harassment, gender-based violence, bystander intervention, healthy boundaries and the impact of inappropriate behaviors both online and offline. These sessions encourage pupils to develop the confidence, knowledge and skills needed to challenge harmful attitudes, recognise unacceptable Behaviour and contribute positively to creating safe, respectful communities. This partnership forms an important part of the school's wider commitment to promoting equality, safeguarding and positive relationships and will continue to support the delivery of our RSE and PSHE curriculum.

To ensure the PSHE curriculum remains relevant and responsive, Harbour Vale School periodically delivers **PSHE Drop Days**, during which the usual timetable is suspended. These dedicated days enable pupils to benefit from specialist visitors, interactive workshops and bespoke learning opportunities that address topical issues, emerging safeguarding concerns and current local or national priorities.

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.

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 (for example: looked after children or young carers).

Within the RSE curriculum, Harbour Vale School makes a clear distinction between the teaching of healthy, respectful relationships and the provision of factual information relating to sexual health and safe sexual practices. Relationship education focuses on developing pupils' understanding of respect, consent, personal boundaries, communication, equality, empathy and the characteristics of positive and healthy relationships. In contrast, sexual health education provides age-appropriate, evidence-based information about topics such as contraception, sexually transmitted infections, reproductive health and sources of support.

All content is delivered in a factual, balanced and non-judgemental manner, enabling pupils to make informed decisions and understand their rights and responsibilities. The curriculum does not promote any particular lifestyle, belief system or ideology; rather, it equips pupils with accurate information, critical thinking skills and the knowledge required to stay safe, healthy and respectful towards themselves and others.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold 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

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 RSE are encouraged to discuss this with the headteacher.

Pupils

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

The delivery of the RSE curriculum at Harbour Vale School is adapted to meet the diverse learning needs of all pupils, ensuring that every young person can access, understand and engage with the content. Teaching is planned using a range of inclusive strategies, including clear and explicit instruction, visual supports, structured discussions, practical activities and opportunities for repetition and reinforcement. Pupils with Special Educational Needs and Disabilities (SEND), including those with Autism Spectrum Disorder (ASD), dyslexia and communication difficulties, may receive adapted materials, simplified language, visual timetables, pre-teaching of key vocabulary and additional processing time where required. Staff carefully consider sensory, emotional and cognitive needs when delivering sensitive topics and create a safe, predictable learning environment in which pupils feel comfortable participating. Through ongoing assessment and knowledge of individual pupils, lessons are differentiated to ensure that all learners can develop an age-appropriate understanding of relationships, health, safety and wellbeing, while making meaningful progress from their individual starting points.

Parents' right to withdraw

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 using the form found in Appendix 2 of this policy 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.

Where appropriate the school will work in collaboration with any parent who wishes to withdraw their child, explaining any detrimental effects of withdraw from any non-statutory elements to ensure a bespoke learning journey is in place that meets the requests of the parent. Modified or alternative work will be given to pupils who are withdrawn from sex education to ensure a purposeful education during this period of

withdrawal.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals and relationship experts to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Kelly Knight, Head Teacher through termly monitoring in line with our 'Quality of Education' programme which includes;:

- focused lesson observations
- work scrutiny
- learning walks
- student feedback

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and parents are invited to view the lesson materials during parents evening and open days.

This policy will be reviewed by Kelly Knight, Head Teacher annually.

Appendix 1 - Harbour Vale PSHE Curriculum map

Harbour Vale follows the PSHE Association Secondary Programme as outlined below:

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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In addition to the programme outlined above, additional input provided through external speakers and events will be part of PSHE course. This input varies each year.

Content Overview:

Year 7

Term	Topic	Key Themes	Key Content
1	Transition and safety	Transition to secondary school and personal safety in and outside school, including first aid	- How to identify, express and manage their emotions in a constructive way - How to manage the challenges of moving to a new school - How to establish and manage friendships - How to improve study skills - How to identify personal strengths and areas for development - Personal safety strategies and travel safety, e.g. Road, rail and Water - How to respond in an emergency situation - Basic first aid - How to identify and respond to fire risks in the home, community and workplace
2	Developing skills and aspirations	Careers, teamwork and enterprise skills, and raising aspirations	- How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity - About a broad range of careers and the abilities and qualities required for different careers - About equality of opportunity - How to challenge stereotypes, broaden their horizons and how to identify future career aspirations - About the link between values and career choices

3	Diversity	Diversity, prejudice, and bullying	- About identity, rights and responsibilities - About living in a diverse society - How to challenge prejudice, stereotypes and discrimination - The signs and effects of all types of bullying, including online - How to respond to bullying of any kind, including online - how to support others
4	Health and puberty	Healthy routines, influences on health, puberty, unwanted contact, and FGM	- How to make healthy lifestyle choices including diet, dental health, physical activity and sleep - How to manage influences relating to caffeine, smoking and alcohol - How to manage physical and emotional changes during puberty - About personal hygiene - How to recognise and respond to inappropriate and unwanted contact - About FGM and how to access help and support - Virginity testing and hymenoplasty - Menstrual wellbeing and common menstrual health concerns
5	Building relationships	Self-worth, romance and friendships (including online) and relationship boundaries	- How to develop self-worth and self-efficacy - About qualities and behaviours relating to different types of positive relationships - How to recognise unhealthy relationships - How to recognise and challenge media stereotypes - How to evaluate expectations for romantic relationships - About consent, and how to seek and assertively communicate Consent
6	Financial decision making	Saving, borrowing, budgeting and making financial choices	- How to make safe financial choices - About ethical and unethical business practices and consumerism - About saving, spending and budgeting - How to manage risk-taking behaviour

Year 8

Term	Topic	Key Themes	Key Content
1	Drugs and alcohol	Alcohol and drug misuse and pressures relating to drug use	- About medicinal and recreational drugs - About the over-consumption of energy drinks - About the relationship between habit and dependence - How to use over the counter and prescription medications safely - How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes

			• How to manage influences in relation to substance use • How to recognise and promote positive social norms and attitudes
2	Community and careers	Equality of opportunity in careers and life choices, and different types and patterns of work	• About equality of opportunity in life and work • How to challenge stereotypes and discrimination in relation to work and pay • About employment, self-employment and voluntary work • How to set aspirational goals for future careers and challenge expectations that limit choices
3	Discrimination	Equality of opportunity in careers and life choices, and different types and patterns of work	• About equality of opportunity in life and work • How to challenge stereotypes and discrimination in relation to work and pay • About employment, self-employment and voluntary work • How to set aspirational goals for future careers and challenge expectations that limit choices
4	Emotional wellbeing	Mental health and emotional wellbeing, including body image and coping strategies	• About attitudes towards mental health • How to challenge misconceptions stigma • About daily wellbeing • How to manage emotions • How to develop digital resilience • About unhealthy coping strategies (e.g. Self harm and eating disorders) • About healthy coping strategies
5	Identity and relationships	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	• The qualities of positive, healthy relationships • How to demonstrate positive behaviours in healthy relationships • About gender identity and sexual orientation • About forming new partnerships and developing relationships • About the law in relation to consent • That the legal and moral duty is with the seeker of consent • How to effectively communicate about consent in relationships • About the risks of 'sexting' and how to manage requests or pressure to send an image • About basic forms of contraception, e.g. Condom and pill
6	Digital literacy	Online safety, digital literacy, media reliability, and gambling hooks	• About online communication • How to use social networking sites safely • AI chat bots and fake relationships, harmful advice from AI systems • How to recognise online grooming in different forms • How to respond and seek support in cases of online grooming • How to recognise biased or misleading information online

			• How to critically assess different media sources • How to distinguish between content which is publicly and privately shared • About age restrictions when accessing different forms of media and how to make responsible decisions • How to protect financial security online • How to assess and manage risks in relation to gambling and chance-based transactions • Online scams, financial exploitation, coercive financial abuse, recruitment into criminal activity
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Year 9

Term	Topic	Key Themes	Key Content
1	Peer influence, substance use and gangs	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	• How to distinguish between healthy and unhealthy friendships • How to assess risk and manage influences, including online • About 'group think' and how it affects behaviour • How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • To manage risk in relation to gangs • About the legal and physical risks of carrying a knife • About positive social norms in relation to drug and alcohol use • About legal and health risks in relation to drug and alcohol use, including addiction and dependence
2	Setting goals	Learning strengths, career options and goal setting as part of the GCSE options process	• About transferable skills, abilities and interests • How to demonstrate strengths • About different types of employment and career pathways • How to manage feelings relating to future employment • How to work towards aspirations and set meaningful, realistic goals for the future • About GCSE and post-16 options • Skills for decision making
3	Respectful relationships	Families and parenting, healthy relationships, conflict resolution, and relationship changes	• About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering (inc. parenting adoption and abortion) • About positive relationships in the home and ways to reduce homelessness amongst young people • About conflict and its causes in different contexts, e.g. With family and friends • Domestic abuse, coercive control, economic abuse and controlling behaviours • Conflict resolution strategies

			- How to manage relationship and family changes, including relationship breakdown, separation and divorce - How to access support services
4	Healthy lifestyle	Diet, exercise, lifestyle balance and healthy choices, and first aid	- About the relationship between physical and mental health - About balancing work, leisure, exercise and sleep - How to make informed healthy eating choices - How to manage influences on body image - To make independent health choices - To take increased responsibility for physical health, including testicular self-examination
5	Intimate relationships	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	- About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex - About facts and misconceptions relating to consent - About the continuous right to withdraw consent and capacity to consent - About STIs, effective use of condoms and negotiating safer sex - About the consequences of unprotected sex, including pregnancy - How the portrayal of relationships in the media and pornography might affect expectations - How to assess and manage risks of sending, sharing or passing on sexual images - How to secure personal information online - FGM, virginity testing and hymenoplasty
6	Employability skills	Employability and online presence	- About young people's employment rights and responsibilities - Skills for enterprise and employability - How to give and act upon constructive feedback - How to manage their 'personal brand' online habits and strategies to support progress - How to identify and access support for concerns relating to life online

Year 10

Term	Topic	Key Themes	Key Content
1	Mental health	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	- How to manage challenges during adolescence - How to reframe negative thinking - Strategies to promote mental health and emotional wellbeing - About the signs of emotional or mental ill-health - How to access support and treatment

			- About the portrayal of mental health in the media - How to challenge stigma, stereotypes and misinformation
2	Financial decision making	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	- How to effectively budget and evaluate savings options - How to prevent and manage debt, including understanding credit rating and pay day lending - How data is generated, collected and shared, and the influence of targeted advertising - How thinking errors, e.g. Gambler's fallacy, can increase susceptibility to gambling - Strategies for managing influences related to gambling, including online - About the relationship between gambling and debt - About the law and illegal financial activities, including fraud and cybercrime - How to manage risk in relation to financial activities
3	Healthy relationships	Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	- About relationship values and the role of pleasure in relationships - About assumptions, misconceptions and social norms about sex, gender and relationships - About the opportunities and risks of forming and conducting relationships online - How to manage the impact of the media and pornography on - Sexual attitudes, expectations and behaviours - About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent - How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support - Harmful risks and legal implications of strangulation, suffocation and other harmful behaviours sometimes normalized through online content and pornography - How to recognise and challenge victim blaming - About asexuality, abstinence and celibacy
4	Exploring influence	The influence and impact of drugs, gangs, role models and the media	- About positive and negative role models - How to evaluate the influence of role models and become a positive role model for peers - About the media's impact on perceptions of gang culture - About the impact of drugs and alcohol on individuals, personal safety, families and wider communities - How drugs and alcohol affect decision making - How to keep self and others safe in situations that involve substance use

			- How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime - Exit strategies for pressurised or dangerous situations - How to seek help for substance use and addiction
5	Addressing extremism and radicalisation	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography & Pupils will learn the role of AI when considering online harms	- About communities, inclusion, respect and belonging - Incel culture, harmful online influencers and online misogyny - About the equality act, diversity and values - About how social media may distort, mis-represent or target information in order to influence beliefs and opinions - How to manage conflicting views and misleading information - How to safely challenge discrimination, including online - How to recognise and respond to extremism and radicalization - Pupils will learn how AI can be used to create manipulated images, videos and deepfakes, the harms these can cause, how to identify misleading content - The legal implications of creating or sharing AI-generated sexual imagery - Sextortion, sexual blackmail and online scams related to sexual images
6	Work experience	Employability and online presence	- How to evaluate strengths and interests in relation to career development - About opportunities in learning and work - Strategies for overcoming challenges or adversity - About responsibilities in the workplace - How to manage practical problems and health and safety - How to maintain a positive personal presence online - How to evaluate and build on the learning from work experience

Year 11

Term	Topic	Key Themes	Key Content
1	Building for the future	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	- How to manage the judgement of others and challenge stereotyping - How to balance ambition and unrealistic expectations - How to develop self-efficacy, including motivation, perseverance and resilience - How to maintain a healthy self-concept - About the nature, causes and effects of stress - Stress management strategies, including maintaining healthy sleep habits - About positive and safe ways to create content online and the opportunities this offers - How to balance time online

2	Next steps	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	• How to use feedback constructively when planning for the future • How to set and achieve smart targets • Effective revision techniques and strategies • About options post-16 and career pathways • About application processes, including writing CVs, personal statements and interview technique • How to maximise employability, including managing online presence and taking opportunities to broaden experience • About rights, responsibilities and challenges in relation to working part time whilst studying • How to manage work/life balance
3	Communication in relationships	Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	• About core values and emotions • About gender identity, gender expression and sexual orientation • How to communicate assertively • How to communicate wants and needs • How to handle unwanted attention, including online • How to challenge harassment and stalking, including online • About various forms of relationship abuse • About unhealthy, exploitative and abusive relationships • How to access support in abusive relationships and how to overcome challenges in seeking support
4	Independence	The influence and impact of drugs, gangs, role models and the media	• How to assess and manage risk and safety in new independent situations (e.g. Personal safety in social situations and on the roads) • Emergency first aid skills • How to assess emergency and non-emergency situations and contact appropriate services • About the links between lifestyle and some cancers • About the importance of screening and how to perform self examination • About vaccinations and immunisations • About registering with and accessing doctors, sexual health clinics, opticians and other health services • How to manage influences and risks relating to cosmetic and aesthetic body alterations • About blood, organ and stem cell donation • Understanding patient rights, confidentiality and how to seek support independently • Menstrual and gynaecological health, including endometriosis, fertility and menopause

5	Families	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	• About different types of families and changing family structures • How to evaluate readiness for parenthood and positive parenting qualities • About fertility, including how it varies and changes • About pregnancy, birth and miscarriage • About unplanned pregnancy options, including abortion • About adoption and fostering • How to manage change, loss, grief and bereavement • About 'honour based' violence and forced marriage and how to safely access support • Support and awareness of endometriosis and menopause
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Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year	
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	