

Relationships and Sex Education Policy

School Tier: College

Related Policies: A5 – W – PSHE Policy

1. Definition

Relationships & Sex Education (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.

2. Statutory Framework

The College's RSE Policy is informed by the following documents:

- Keeping Children Safe in Education (2022)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Children and Social Work Act (2017)
- Boarding Schools; national minimum standards [DfE] (April 2015)
- Equality Act (2010)
- Education and Inspections Act (2006)
- Learning and Skills Act (2000)
- Education Act (1996)

3. Overarching Aims:

At Worksop College, our PSHE programme promotes the spiritual, moral, social, cultural, mental, and physical development of all pupils. Our curriculum is structured, developmental, and age-appropriate, offering knowledge and skills to prepare pupils for life and work in modern British society.

- We aim to:
- Support pupil wellbeing and resilience
- Equip pupils with the knowledge to make safe, informed, and responsible choices
- Foster a safe, respectful, inclusive school environment
- Provide a consistent structure for learning through a rotation-based delivery model
- Ensure statutory compliance with RSE and Health Education
- Promote and embed British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs

Subject and Content Delivery:

- PSHE is delivered across Years 7 to 11 using a half-term rotation model
- Each teacher delivers a 6-lesson block per rotation, repeating it with new groups
- This system ensures:
 - Consistency across student cohorts
 - Teachers develop specialism in content areas
 - Stronger relationships between teachers and students

Purpose of the PSHE Programme:

Our PSHE curriculum aims to:

1. Provide pupils with the personal, social, and cognitive tools needed to thrive in a rapidly changing world
2. Promote emotional literacy and resilience
3. Develop a strong sense of identity, purpose, and belonging
4. Foster respect for self and others, encouraging inclusivity and diversity
5. Ensure pupils:
 - a. Understand democratic principles, civil law, and public institutions
 - b. Are equipped for adult responsibilities (work, relationships, health)
6. Reinforce safeguarding by embedding protective behaviours and addressing current issues (e.g. online safety, peer pressure)
7. Promote British values and prepare pupils for active participation in life in modern Britain

Objectives:

To meet these aims, our programme:

1. Delivers age-appropriate, progressive content from KS3–KS4
2. Includes:
 - a. Personal, Social and Health Education (PSHE)
 - b. Relationships and Sex Education (RSE)
 - c. Citizenship and British values
 - d. Financial capability
 - e. Careers and future planning
3. Promotes active learning through discussion, enquiry, problem solving, and collaborative tasks
4. Supports student voice and peer learning
5. Enables informed and safe decision making
6. Integrates with other areas of the curriculum (e.g. Science, RE, Careers)
7. Is regularly reviewed to ensure relevance, accuracy, and inclusivity
8. Clearly outlines parental rights in RSE (see below)

Parental Rights and RSE

In accordance with statutory guidance:

- Parents have the **right to request that their child be withdrawn from sex education** (as part of RSE), up to and until three terms before the child turns 16.
- Parents do **not** have the right to withdraw their child from relationships education or health education.
- A request for withdrawal must be made in writing to the Head of PSHE or a member of the SLT, and a discussion will be offered before the request is granted.
- This policy will be made available to parents on the School website

4. Subject content and delivery [n.b. Please see Appendix A for a breakdown of RSE taught at the College]

RSE is delivered as part of the timetabled PSHE programme, which follows a **half-term rotation model**. Each teacher delivers a six-lesson block repeated across groups, allowing consistency and specialism, as described in the College's PSHE Policy.

Delivery takes place in:

- Weekly PSHE lessons for Years 7–11
- Year group assemblies
- House-based discussions

The PSHE team is led by the Head of PSHE, Mr Cameron Graham, and includes trained staff from a variety of subject backgrounds. Staff delivering RSE receive annual CPD and may request additional support when teaching specialist or sensitive topics.

SEND provision is actively considered. The SENDCo, Health Care Centre, and Designated Safeguarding Lead collaborate with the Head of PSHE to ensure differentiated, high-quality RSE is accessible to pupils with SEND or SEMH needs.

For full statutory coverage, please refer to Appendix A, which outlines RSE content delivered across Key Stages 3 and 4. Key Stage 5 RSE is integrated through the Life Skills curriculum and includes content on healthy adult relationships, consent, personal safety, and sexual health services.

By the end of their time at Secondary School, the DFE state pupils should know the following:

Families

- 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 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.

Respectful Relationships, Including Friendships

- 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.

Online and Media

- 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

Intimate and Sexual Relationships, including Sexual Health

- 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 and menopause.
- 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).
- 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.

Mental Wellbeing

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet Safety and Harms

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical Health and Fitness

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation. Healthy eating Pupils should know
- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, Alcohol and Tobacco

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and Prevention

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic First Aid

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed. Changing adolescent body Pupils should know
- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

5. Right of Withdrawal

Parents have the right to withdraw their child from some or all of the sex education delivered as part of RSE (excluding statutory relationships or health education) up to and until three terms before the child turns 16.

Parents wishing to withdraw their child should initially contact the child's housemaster or housemistress for an informal discussion. A formal request should be submitted in writing using the form in Appendix B and addressed to the Headmaster. A follow-up meeting will be offered.

6. Monitoring & Evaluation

- Evaluation of RSE is overseen by the Head of PSHE, in line with the wider PSHE policy. It includes:
 - Lesson observations and learning walks by SLT and the Head of PSHE
 - Student voice and reflection activities
 - Staff meetings for discussion and feedback
 - Analysis of PSHE progress data and pupil attitudes to learning
 - The policy will be reviewed annually in June by the Academic Deputy Head (Mr Andrew Axelby) in consultation with the Head of PSHE. Parents will be consulted on any amendments.
 - Next review: June 2026

RSE Appendix A

Worksop College PSHEE EDUCATION: Key Stage 3-4 OVERVIEW RSE (Relationship Sex Education) Programme of Study/Overview

<p>Year 7</p> <p>Growing up</p> <p>Changes emotionally and physically (puberty). Inc awareness of changes in girls physically and emotionally</p> <p>Personal hygiene</p> <p>Getting along with parents/carers inc break up/divorce/separation</p> <p>Feelings and emotions</p> <p>Types of relationships between pupils of all gender identities, older/younger/ same gender relationships. Sexual orientation</p> <p>Healthy/unhealthy relationships</p>
<p>Year 8</p> <p>What is a relationship (including marriage, characteristics of other long term relationships, different types or committed stable relationships)?</p> <p>What is a positive relationship? Features of a positive relationship (including sexual and non-sexual)</p> <p>What contributes to a negative relationship?</p> <p>Roles and responsibility of parents including successful parenting</p> <p>How to deal with a breakdown in a relationship</p> <p>Appropriate/inappropriate relationships</p> <p>Sharing indecent images of children and the law</p>
<p>Year 9</p> <p>Child Sexual exploitation</p> <p>Trafficking (human and child)</p> <p>Role of sex in the media including pornography. The impact of viewing harmful content.</p> <p>Use of social media and images</p> <p>Review of positive relationships. (follow up from year 8) criminal, violent, coercive control</p> <p>Types of contraception and how to access. Safe sex and choices</p> <p>Pregnancy (including abortion – legal position, faith and miscarriage) and the pathways available for an unwanted pregnancy</p>
<p>Year 10</p> <p>Violent/unhealthy relationships (domestic abuse). What help is there?</p> <p>FGM</p> <p>Take an increased responsibility for monitoring own health/body. Checks. Testicular cancer</p> <p>STIs/STDs (including sexual health clinics)</p> <p>Review of contraception for all genders</p> <p>How do you know when the time is right?</p>
<p>Year 11</p> <p>Meaning of 'consent'. How/ways to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.</p> <p>How the use of alcohol and drugs can lead to risky behaviour.</p> <p>To recognise the impact of drugs Inc. alcohol in a relationship and sexual behaviour.</p> <p>Expectations concerning relationships and sexual activity</p>



	Health and well-being	Relationships	Living in the wider world	Health and well-being	Relationships	Living in the wider world
Workshop College PSHE EDUCATION: Key Stage 3-4 OVERVIEW — THEMATIC MODEL						
	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
Year 7	Transition and safety Transition to secondary school, Personal safety in school, Internet safety, Personal safety 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, Wellbeing programme	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, Wellbeing programme	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, Wellbeing programme	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography, Gender Identity	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, Wellbeing programme	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, 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, Wellbeing programme	Next steps Application processes, and skills for further education, employment and career progression	Communication in Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Workshop College PSHE EDUCATION: Key Stage 3-4 OVERVIEW RSE (Relationship Sex Education) Programme of Study/Overview				
Year 7	Year 8	Year 9	Year 10	Year 11
Growing up Changes emotionally and physically (puberty). Inc awareness of changes in girls physically and emotionally Personal hygiene Getting along with parents/carers inc break up/divorce/separation Feelings and emotions Types of relationships between boys/girls, older/younger/ same sex couples. Sexual orientation Healthy/unhealthy relationships	What is a relationship (inc marriage, characteristics of other long term relationships, different types or committed stable relationships)? What is a positive relationship? Features of a positive relationship (inc sexual and non-sexual) What contributes to a negative relationship? Roles and responsibility of parents inc successful parenting How to deal with a breakdown in a relationship Appropriate/inappropriate relationships Sharing indecent images of children and the law	Child Sexual exploitation Trafficking (human and child) Role of sex in the media inc pornography. The impact of viewing harmful content. Use of social media and images Review of positive relationships. (follow up from year 8) criminal, violent, coercive control Types of contraception and how to access. Safe sex and choices Pregnancy (inc abortion – legal position, faith and miscarriage) and the pathways available for an unwanted pregnancy	Violent/unhealthy relationships (domestic abuse). What help is there? FGM Take an increased responsibility for monitoring own health/body. Checks. Testicular cancer STIs/STDs (inc sexual health clinics) Review of contraception for men and women How do you know when the time is right?	Meaning of 'consent'. How/ways to seek consent and to respect others' right to give, not give or withdraw consent to engage in different How the use of alcohol and drugs can lead to risky behaviour. To recognise the impact of drugs Inc. alcohol in a relationship and sexual behaviour. Expectations concerning relationships and sexual activity



Health and well-being	Living in the wider world	Relationships	
Worksop College PSHE EDUCATION: Key Stage 3 OVERVIEW — THEMATIC MODEL			
Topics			
Health & wellbeing	Living in the wider world	Relationships	
Year 7 Transition and safety Transition to secondary school, Personal safety in school, Personal safety outside school including first aid Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations Financial decision making Saving, borrowing, budgeting and making financial choices	Diversity Diversity, prejudice, and bullying Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	
Lessons			
Year 7	New beginnings, new school, our school community and Introduction to PSHE at Worksop College	Fairtrade	Friendships
	ABC (appropriateness, behaviour, consequences)	Knife crime	Anti-bullying
	Wants and needs	The media (inc fake news)	Cyber bullying
	Resilience	British Values and identity	E-safety
	Assertiveness	Anti-racism	Forgiveness
	Self esteem	Radicalisation and extremism	Conflict and resolution
	Personal hygiene	Refugees, asylum seekers and immigrants meaning	Discrimination, Gender equality, Growing up Changes emotionally and physically (puberty). Inc awareness of changes in girls physically and emotionally
	Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good, Pulling it all together	Money Budgeting and spending	Getting along with parents/carers (inc dealing with divorce/break ups) Appropriate relationships Types of relationships between boys/girls, older/younger/ same sex couples. Sexuality



Health and well-being		Living in the wider world	Relationships
Workshop College PSHE EDUCATION: Key Stage 3 OVERVIEW — THEMATIC MODEL			
Topics			
	Health & wellbeing	Living in the wider world	Relationships
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	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Lessons			
Year 8	Healthy lifestyles, Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good, Pulling it all together	Communities	What is a relationship (inc marriage, characteristics of other long term relationships, different types or committed stable relationships)?
	Healthy living inc energy drinks	Pressure groups and campaigning	What is a positive relationship? Features of a positive relationship (inc sexual and non-sexual). Appropriate/inappropriate relationships (inc KS3 peer on peer abuse, sexual harassment)
	Hygiene inc vaccinations	Global organisations	What contributes to a negative relationship?
	Smoking/Vaping	Age responsibility	Roles and responsibility of parents inc successful parenting
	Drugs – part 1	Law and order	How to deal with a breakdown in a relationship
	Drugs – part 2	Young Legal Eagles	Sexting and sharing indecent images of children and the law
	First Aid	Growth/fixed mindset	Anti-racism



Health and well-being		Living in the wider world		Relationships	
Workshop College PSHE EDUCATION: Key Stage 3 OVERVIEW — THEMATIC MODEL					
Topics					
	Health & wellbeing	Living in the wider world		Relationships	
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	Employability skills Employability and online presence		Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	
Lessons					
Year 9	Sleep and screen time	Peer pressure		Child Sexual Exploitation (CSE)	
	Bereavement	Animal rights		Exploitation	
	Eating disorders	Careers		Human trafficking	
	Self-harm	Skills and qualities		Role of sex in the media inc pornography. The impact of viewing harmful content	
	Alcohol	Government and politics		Use of social media and images	
	Drugs	Consumerism		Review of positive relationships. (follow up from year 8) criminal, violent, coercive control	
	Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good, Pulling it all together	Business and enterprise Business structure and organisation Global business Profit/loss Entrepreneurship			



Health and well-being		Living in the wider world		Relationships	
Workshop College PSHE EDUCATION: Key Stage 4 OVERVIEW — THEMATIC MODEL					
Topics					
	Health & wellbeing	Living in the wider world		Relationships	
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, myths, 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	Work experience Preparation for and evaluation of work experience and readiness for work		Addressing extremism and radicalisation Communities, belonging and challenging extremism	
Lessons					
Year 10	Mental Health (stress, depression, anxiety etc..) 2 lessons inc mindfulness	Crime and responsibility, inc county lines and knife crime (3 lessons)		Harassment and stalking (inc peer on peer abuse)	
	The cult of celebrity	Crime and punishment		LGBTQ+	
	Drugs awareness	Justice system inc young/youth offenders		Sexting, catfishing, upskirting and revenge porn	
	FGM	Careers and post 16 education		Equality	
	Take an increased responsibility for monitoring own health/body. Checks. Testicular cancer			Gender equality	
	STIs/STDs (inc sexual health clinics)			Anti-racism	
	Review of contraception for men and women			Prejudice and Stereotypes	
	How do you know when the time is right?			Extremism	
Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good, Pulling it all together			Violent/unhealthy relationships (domestic abuse). What help is there?		

Appendix B – Withdrawal Request Form

TO BE COMPLETED BY PARENTS			
Name of child		Year Group	
Name of parent		Date	
Reason for withdrawing from elements of 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	
Signed by:	