



East Midlands  
Education Trust

## Relationships & Sex Education and Physical Health & Mental Well-being Policy

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# 1 Introduction

- 1.1 The Trust recognises the need to create a happy and successful adult life that pupils need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. RSE is about giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. It is also important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 From September 2020, new government guidance introduced statutory elements within the curriculum including Relationship Education, Relationship and Sex Education and Health Education. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- 1.3 Under the Equality Act 2010, we have a responsibility to ensure the best for all pupils at our schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.4 The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools. We believe that our pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of others.
- 1.5 This policy has been developed in consultation with stakeholders, to ensure it meets the needs of the community.

# 2 Aims and objectives

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationship & Health Education, our schools aim to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support.  
By the end of their education, the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

### 3 Definition of Relationships and Sex Education (RSE)

- 3.1 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- 3.2 RSE does **not** encourage early sexual experimentation. It teaches pupils to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 3.3 RSE outlines different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as seek help or advice and report concerns about others.

### 4 Roles and responsibilities

- 4.1 All members of the Trust community are expected to follow this policy. Local governing bodies will monitor the application and implementation of the policy within their school. Head Teachers will ensure staff are supported to ensure delivery of RSE is well-led, effectively managed and well planned across various subjects. The Head Teacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately.
- 4.2 School leaders will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.
- 4.3 Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.
- 4.4 If a pupil approaches a member of staff with an issue they feel unable to deal with alone, they will take this concern to their line manager.

- 4.5 Our schools endeavour to build positive and supporting relationships with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development through discussion and engagement in the home environment. Parents can seek additional support where they feel it is needed.
- 4.6 Pupils are expected to take RSE, Relationships & Health Education seriously. Pupils are expected to listen, to considerate other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during lessons. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's Behaviour policy.

## 5 Delivery of RSE and Relationships Education

- 5.1 RSE will be delivered in a non-judgmental, factual way allowing scope for pupils to ask questions in a safe environment. Lessons will be tailored to meet the specific needs of the pupils in the class. Classes will explore different attitudes, values and social labels, and develop skills that will enable pupils to make informed decisions regarding sex and relationships, as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics.
- 5.2 Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- 5.3 **Primaries** - Relationships Education will be delivered in class. Schools understand that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods to take account of this (*Appendix A* – Synopsis of Relationship and Sex Education Programme for EYFS and Key stages 1 and 2.)
- 5.4 **Secondaries** - RSE will be delivered in Science, Religious Education, computing and Personal, Social, Health and Economic Education (PSHEE) (or equivalent if named otherwise in one of our schools) and will build on the foundation of RSE or Relationships Education delivered in primary school. Each school will have their own individual programme.

## 6 Curriculum and outcomes: Relationships and sex Education

- 6.1 By the end of their primary education the Trust expects pupils to know the information set out in *Appendix A*. The Trust recognises that primary-age pupils may ask their teachers or other adults questions relating to sex or sexuality which go beyond the designed RSE or Relationship Education curriculum.

By the end of their secondary education the Trust expects pupils to know the information set out in their school's RSE programme in *Appendix B*.

## 7 Curriculum and outcomes: Physical health and mental well-being

- 7.1 Our schools promote pupils' health and wellbeing by encouraging self-control, their ability to self-regulate and strategies for doing so. This will help pupils become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.
- 7.2 By the end of their primary education, the Trust expects pupils to know the information set out in *Appendix C*.
- 7.3 By the end of their secondary education, the Trust expects pupils to know the information set out in *Appendix D*.

## 8 Pupils with special educational needs and/or disabilities

- 8.1 The Trust will endeavour to ensure that RSE, Relationships Education and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE, Relationships Education and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

## 9 Right to request withdrawal from sex education

- 9.1 The Trust hopes that parents understand and feel comfortable with the importance of the education provided in this policy.
- 9.2 Parents of children in primary schools have the right to withdraw their child from sex education and should state this in writing to the school's Head Teacher. Parents of children in secondary schools have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.
- 9.3 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw the child from Relationships or Health Education or the elements on human growth and reproduction which fall under the National or Science curriculum.

- 9.4 Any parent wishing to withdraw their child from sex education in a secondary school should put their request in writing by completing the form provided in Appendix E and sending this to the Head Teacher. The school will arrange a meeting with parents to discuss their concerns, after which, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms
- 9.5 If a pupil is excused from sex education the school will ensure that they receive appropriate, purposeful education during the period of withdrawal.

## 10 Confidentiality and Child Protection

- 10.1 The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.
- 10.2 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
  - encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible;
  - decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
- 10.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

## 11 Equal Opportunities

- 11.1 RSE, Relationships Education and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.
- 11.2 The Trust has a commitment to ensure that RSE, Relationships Education and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

## 12 Complaints

- 12.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher, in accordance with the Trust's complaints policy.



## Appendix A – (Primary) Synopsis of Relationship and Sex Education Programme

At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages. Elements of the topics for key stage 1 and 2 are statutory in accordance with the science national curriculum. The focus will be on developing Relationship and Health Education with aspects of age appropriate Sex Education.

### **EYFS**

In EYFS pupils are taught about:

- Family Relationships and Family dynamics
- Changes that have occurred in them since birth
- Recognising and understanding their own emotions and other peoples

These areas are found within the PSED, People and Communities and the world strands of the EYFS curriculum.

### **Key stage 1**

#### **Pupils in KS1 are taught:**

Changes to their bodies.

Biological names for various body parts

To match the correct body parts to a male and female.

The function of clothing and keeping certain parts of our bodies private.

About the process of aging.

These themes are taught through the following topics:

- Keeping clean
- Growing and changing
- Differences: Boys and girls
- Differences: male and female
- Naming body parts

### **Key stage 2**

#### **Pupils in KS2 are taught:**

- About reproduction.
- About the word "puberty".
- About the importance of hygiene.
- About stereotypical ideas regarding parenting and family roles.
- About the importance of relationships.
- How girls' and boys' bodies change during puberty.
- Strategies for the development of positive self-image and self-esteem.
- That babies are made during sexual intercourse.
- About the changes which relate to puberty such as menstruation and voice breaking.

These themes are taught through the following topics:

- Differences: male and female
- Personal space
- Family differences
- Growing and changing
- What is puberty?
- Puberty changes and reproduction
- Talking about puberty
- Male and female changes
- Puberty and hygiene
- Puberty and reproduction
- Understanding relationships
- Conception and pregnancy
- Communication in relationships

## Appendix B – (Secondary)

At key stage 3 and key stage 4, the topics are broken down into specific areas that will be taught appropriate to pupils’ ages. Elements of these topics are statutory in accordance with the science national curriculum.

<p><b>Families</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• 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.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ul>

	<ul style="list-style-type: none"><li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li><li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul>
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## Appendix C - Health Education Primary stage curriculum and outcomes

<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>

<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

## Appendix D - Health Education Secondary stage curriculum and outcomes

<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• 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</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>• 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 cardio-vascular ill-health</li> <li>• about the science relating to blood, organ and stem cell donation</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• the law relating to the supply and possession of illegal substances</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks</li> </ul>



	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>(late secondary) the benefits of regular self-examination and screening</li> <li>the facts and science relating to immunisation and vaccination</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>basic treatment for common injuries</li> <li>life-saving skills, including how to administer CPR</li> <li>the purpose of defibrillators and when one might be needed</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>

## Appendix E – Parent form: withdrawal from sex education within RSE

### TO BE COMPLETED BY PARENTS

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

### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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