



**OAKWOOD  
PARK  
GRAMMAR  
SCHOOL**

# **RSE POLICY**

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**Signed:**

**Date: 09/06/2021**

**Date of Review: April 2024**

## **Rationale and Ethos**

This policy covers our school's approach to Relationships and Sex Education which is primarily taught through the schools PSHE programme.

The Oakwood Park Grammar School (OPGS) RSE policy was produced by the subject lead for PSHE through consultation with senior leadership, and through input from students, staff, and OPGS parents in line with the national strategy.

The school respects the values and beliefs of all students, staff and parents and RSE will be delivered in an entirely neutral and non-judgemental way, with the focus upon providing information rather than definitive solutions. All issues, such as contraception, abortion and Sexually Transmitted Infections (STIs) will be treated with a full and sensitive awareness of ethical and moral dilemmas associated with them and emphasis will be placed upon providing students both with the knowledge and understanding of them, and to develop the communication skills to discuss it/them with parents and health professionals. All workshops will provide details of reliable sources that students can access for further advice and information. At no stage does RSE provision at OPGS seek to promote sexual activity or sexual orientation. All Schemes of Work incorporate the below DFE definition of RSE. Equally, delivery will be sensitive and non-prejudicial towards the religious beliefs, family background and sexual orientation of all our students.

## **Definitions:**

### **Sex Education**

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. (National Children's Bureau, 2019)

### **Relationships Education**

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future. (National Children's Bureau, 2019)

Therefore, collectively the RSE curriculum at OPGS focuses on the emotional, social, moral and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, family, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values to prepare students for the opportunities, responsibilities, and experiences of adult life.

## **Aims:**

The aims of relationships and sex education (RSE) at Oakwood Park are to ensure students learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health; healthy relationships and safety online;

- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

These aims are in line with the core expectations that we promote to all students: show kindness, tolerance and respect for all.

### **Learning Outcomes:**

The intended outcomes of our programme are that pupils will:

- know and understand the human reproductive system, puberty, and sexual health.
- understand they have a right to be treated with respect.
- develop the attributes of positive healthy relationships.

### **Roles and Responsibilities**

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation and ensure the subject is effectively managed.

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 are responsible for:

All school staff have overall responsibility for RSE. The RSE curriculum will be taught by class teachers. All of those who deliver RSE will regularly update their knowledge and expertise to ensure students are well supported. Staff are expected to model the high expectations we expect at OPGS. Due to the sensitive nature of some of the topics discussed in RSE, classroom teachers are to establish clear ground rules which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. Staff are responsible for ensuring their lessons are engaging and well- planned in line with the school curriculum.

All staff are responsible for reporting any safeguarding concerns

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

### **Legislation:**

We are required to teach relationships education as part of government legislation that states as of September 2020, all schools must deliver sex and relationship education. This statutory guidance (see appendix 2) has informed our PSHE and RSE curriculum.

Current regulations and guidance from the Department for Education state that 'At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.' DFE 2019

The schools RSE policy supports the following findings from the JSNA 2019 report which indicates smoking in Kent is above the national average, a third of admissions for self-harm in

Kent are children aged 14-18 years and the spread of chlamydia has risen in 15-24 year olds. The 2020 OPGS Parents survey indicated 73% of our parents think mental health and emotional wellbeing is the main concern of the curriculum, the 2020 OPGS Student survey showed 58% of responses prioritised healthy and unhealthy relationships. Through education and a comprehensive RSE curriculum we aim to support the students at OPGS to make informed, safe choices as they grow up in Kent.

Documents that inform the school's RSE policy include:

- [Education Act \(1996\)](#)
- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Keeping children safe in education – Statutory safeguarding guidance \(2016\)](#)
- [Children and Social Work Act \(2017\)](#)
- [Relationships education, relationships and sex education \(RSE\) and health education Regulations \(2019\)](#)

**Parents may request to withdraw their child from Sex Education but not Relationships Education. They cannot withdraw their child from aspects of Sex Education covered as part of the statutory National Curriculum.**

### **Our Curriculum:**

Our RSE programme is an integral part of our whole school PSHE education provision, and is set out as per Appendix 1. We have a spiral curriculum at OPGS, this means students build on their knowledge and understanding as they develop. Therefore they will revisit the same themes of 'health and wellbeing', 'relationships' and 'living in the wider world' throughout Key stage 3 and 4. This will enable them to build on their previous knowledge, address current ideas and engage in more complex issues as they mature. We will ensure RSE is matched to the needs of our pupils by assessing their needs and misconceptions and adapting the curriculum to address these concerns.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including discussion, group work, video clips, role play, external speakers, interactive shows and demonstrations. This includes talks and displays from outside agencies to support the students learning such as the school nurse and the Metro Charity. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral context and underpin the school values of kindness, tolerance and respect.

High quality resources will support our RSE provision and will be regularly reviewed by the PSHE lead, in line with current research and the school's membership of the PSHE Association. All delivery will be age- appropriate and the school undertakes not to use inappropriate or graphic resources in its delivery of RSE. All resources used in the delivery of RSE at Oakwood Park must be approved by the PSHE lead.

Learning about relationships and sex education in PSHE education lessons will complement learning in Religious Studies. In year 10 students learn about Matters of life and death, looking at secular and Christian views on abortion. They also study marriage and the family: covering promiscuity, sex outside of marriage including the law on underage sex, the purpose of Christian marriage, Christian and secular views about divorce as well as the law on divorce in the UK. This unit also covers changing attitudes to homosexuality as well as secular and Christian views on homosexuality. Students also look at different methods of contraception (natural and artificial) then discuss Christian views on contraception.

The school's Biology curriculum is an integral part of RSE. Parents cannot withdraw their children from this aspect of Sex Education as it is part of the statutory National Curriculum. 'There continues to be no right of withdrawal from any part of the national curriculum.' (DFE, 2020)

- Year 7 - Male and female biological systems, sexual reproduction, pregnancy and birth.
- Year 9 – Contraception and sexually transmitted diseases
- Year 10 – IVF, embryonic screening and sexual reproduction.

### **Monitoring and Evaluation**

Throughout students RSE education, pupils will be encouraged to reflect on their own learning and progress through discussion, assessing their understanding by completing self- reflection tasks and giving feedback on the workshops they participate in. Classroom teachers will assess students understanding using regular baseline assessments at the beginning of topics and examples scenarios to allow students to express their views which will be re-examined after the lesson to gauge progress.

The curriculum and the delivery of the RSE spiral programme is reviewed annually by the PSHE lead to ensure that all aspects of RSE are covered as defined by government guidance especially the National Curriculum for PSHE- "personal wellbeing." The delivery of RSE is monitored by the PSHE lead through learning walks, book scrutinises, lesson observation and student voice.

### **Inclusion:**

We ensure RSE is inclusive and meets the needs of all our pupils at OPGS, by including those with special educational needs and disabilities (SEND) through classroom teachers using their context sheets to ensure the needs of every student is met each lesson to enable every child to access the full curriculum.

We ensure RSE fosters gender equality and LGBTQ+ equality by upholding the 2010 Equalities Act and treating all peoples with respect. Accordingly, we provide a culture, opportunities and forums for students to be able to discuss LGBTQ+, or other sexual identity matters as appropriate to their needs at a timely point in students' lives. When appropriate we will encourage critical thinking and decision-making and challenge myths, misconceptions and prejudices should they arise. Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Teaching RSE:**

RSE will be taught across the curriculum but specifically in PSHE and science. Form tutors are also responsible for teaching PSHE. Certain aspects of the programme will be taught by external professionals.

OPGS staff will ensure a safe learning environment by establishing clear ground rules for discussion when teaching RSE. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Teachers and pupils will agree ground rules by working together to decide how they will behave towards each other when discussing sensitive topics. These should be centred on the school values of kindness, tolerance, and respect. Such rules should focus on openness, using appropriate language, a non-judgemental and a non-personal approach.

These include the following fundamental principles:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used at all times

- Sensitivity will be shown for those of particular faiths and backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students

Pupils' questions will be answered by providing pupils with an opportunity to ask anonymous questions, having small- group discussions, creating a positive learning environment and class debate. If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency. If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Deputy Head, as appropriate. In cases of concern over sexual abuse, the schools safeguarding procedures will be followed. All teaching staff will be supported by the PSHE lead.

### **Safeguarding:**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead (Mrs Lewell) and in her absence their deputy safeguarding lead (Ms Bevan).

Visitors and external agencies which support the delivery of RSE must always be accompanied by a member of OPGS staff .

### **Parental right to withdraw:**

Oakwood Park views the partnership of home and school as vital in providing the context and understanding of healthy and happy relationships. We are committed to working with parents to support students RSE learning. Parents are encouraged to discuss key issues and ongoing concerns with school staff, at parents' evenings and other parental forums. We will notify parents when aspects of the RSE curriculum will be taught helping prepare them for questions and changing behaviour.

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.

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. This is the biological aspects of human growth and reproduction. Information on sex and relationships, skills development and values clarification are taught within PSHE.

Parents do have the right to withdraw their child from 'sex' education elements of RSE provided within the schools PSHE curriculum. Requests for withdrawal should be put in writing using the form found in Appendix 3 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.

Parents will be informed about the policy through the school email system. The policy will be available to parents through the school website.

This policy will be reviewed in July 2021

It will be reviewed by K Ryan PSHE lead

This will ensure it complies with the current statutory changes.

## Appendix 1: OPGS PSHE and RSE Curriculum

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
2x 1hour lesson a fortnight	2x 1hour lesson a fortnight	1x 1 hour lesson a fortnight	1x 30min lesson a fortnight	1x 30min lesson a fortnight
<u>Personal Identity:</u> <i>Transition to secondary school, Maintaining friendships, Growth Mindset</i>	<u>Healthy Lifestyles:</u> <i>Self-esteem, Body Image, Mental Health, Resilience, Drugs and Alcohol</i> <i>Enrichment: Fire Safety</i>	<u>Keeping Safe:</u> <i>Peer Pressure</i> <i>Gangs</i> <i>Knife Crime</i> <i>Enrichment: Knife Crime</i>	<u>Personal Identity:</u> <i>Study Habits</i>	<u>Personal Identity:</u> <i>Revision Skills</i>
<u>Healthy lifestyles:</u> <i>Diet and Exercise, Healthy choices / managing negative influences</i>	<u>Rights and Responsibilities:</u> <i>Rights in the UK, Challenging Rights, Discrimination, Civil Responsibilities, Government, Laws</i>	<u>Healthy Lifestyles:</u> <i>Work-Life Balance</i> <i>Eating Habits</i> <i>Eating Disorders</i> <i>Enrichment: Mental Health</i>	<u>Healthy Lifestyles:</u> <i>Mental Health</i> <i>Enrichment: Great Men, Arson</i>	<u>Healthy Lifestyles:</u> <i>Stress</i> <i>Enrichment: Road Safety</i>
<u>Enterprise and employability:</u> <i>Skills and Employment types, Career progression (inc. Challenging stereotypes), Your career aspirations</i>	<u>Healthy Relationships:</u> <i>E-Safety, Cyber Bullying, Grooming</i> <i>Enrichment: E-safety</i>	<u>Healthy Relationships:</u> <i>Family Conflicts</i> <i>Conflict Resolution</i> <i>Homelessness</i> <i>Enrichment: Homelessness, Magistrates</i>	<u>Economic Wellbeing:</u> <i>Gambling</i>	<u>Healthy Relationships:</u> <i>Abuse</i> <u>Sex Education:</u> <i>Enrichment: STIs*</i>
<u>Valuing difference:</u> <i>Rights and responsibilities , Stereotypes and Prejudice, Bullying, Internet safety and Risks online</i>	<u>Healthy Relationships:</u> <i>Recognising Emotions, Partners, Family/ Friend Relationships, Sex in the Media, Consent,</i>	<u>Valuing Difference:</u> <i>Equality Act</i> <i>Trans stereotyping</i> <i>LGBT</i> <i>Enrichment: Power and</i>	<u>Healthy Relationships:</u> <i>Pornography and Sexting</i> <i>Enrichment: Consent</i>	<u>Valuing Difference:</u> <i>Extremism</i>

		<i>Prejudice, Be You Project</i>		
<u>Healthy Relationships:</u> <i>Different Types of Relationships, Positive relationships, Conflict resolution , Real Life relationships</i> <i>Enrichment: Breaking the Cycle</i>	<u>Sex Education:</u> <i>Contraception*, Sexual Health*</i>	<u>Healthy Lifestyles:</u> <i>Risks</i> <i>Impact of Drugs</i> <i>Addiction</i> <i>Enrichment: Drugs and Alcohol</i>	<u>Healthy Lifestyles:</u> <i>Role Models</i> <i>Enrichment: Legal Highs and Alcohol</i>	<u>Healthy Lifestyles:</u> <i>Cancer</i>
<u>Health and wellbeing:</u> <i>Alcohol, Tobacco, The Law, Peer Pressure , Puberty, CSE, FGM, Being responsible for your body</i>	<u>Valuing Difference:</u> <i>Discrimination and Intolerance, Migration, Group Think, Standing Up</i>	<u>Healthy Relationships:</u> <i>Pressures of Sex</i> <i>Unplanned Pregnancy</i> <i>Sharing explicit images</i> <i>Consent</i> <u>Sex Education :</u> <i>Enrichment: Sex, STIs*</i>	<u>Healthy Relationships:</u> <i>Modern Families</i>	
<u>Healthy Relationships:</u> <i>Self esteem, Romantic Relationships, Family life</i> <i>Enrichment: Is it worth it?</i>	<u>Economic Wellbeing:</u> <i>Consumer Rights, Advertising, Financial Decisions, Bank Accounts</i>	<u>Economic Wellbeing:</u> <i>Skills</i> <i>Enterprising</i>		
<u>Economic wellbeing:</u> <i>Needs and Wants, Consumer Rights, Ethical Decisions, Spending, saving and budgeting</i>				

<p><u>Keeping Safe:</u></p> <p><i>Emergency Situations, Managing Personal Safety</i></p> <p><i>Enrichment: Streetwise</i></p>				
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\*Parents have a right to withdraw their child from this aspect of RSE up to and until three terms before the child turns 16. However the parents do not have the right to withdraw their child from this aspect of RSE where it is covered as part of the National Curriculum.

## **Appendix 2: RSE Statutory Requirements by the end of secondary school**

Topic	Pupils should know
Families	<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>
Respectful relationships, including friendships	<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>
Online and media	<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> </ul>

	<ul style="list-style-type: none"> <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>
Being safe	<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>
Intimate and sexual relationships, including sexual health	<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</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</li> <li>• 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> <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>
Mental wellbeing	<ul style="list-style-type: none"> <li>• Pupils should know</li> <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> </ul>

	<ul style="list-style-type: none"> <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>
Internet safety and harms	<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>
Physical health and fitness	<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 cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation</li> </ul>
Healthy eating	<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>
Drugs, alcohol and tobacco	<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> <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>
Health and prevention	<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>
Basic first aid	<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>the purpose of defibrillators and when one might be needed</li> </ul>
Changing adolescent body	<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 3**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within RSE			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			