

Relationships and Sex Education and Health Education Policy

The KING DAVID HIGH SCHOOL



Approved by:	Board of Governors	Date: January 2023
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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To know about the risks of being online and how to stay safe from exploitation
- To support all young people for life in modern Britain
- Support the school's ethos of promoting and teaching fundamental Jewish values of family life, respect for parents, teachers, elders and fellow men, of respect for standards, discipline, morality, faith and tradition.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At King David High School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with governors, the SLT and PSHE Lead

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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

6. Delivery of RSE

RSE is taught within the school's Learning for Life curriculum. This is taught across all years from Year 7 to 13, with age-appropriate lessons. Learning for Life is delivered through a combination of timetabled lessons, as timetabled lessons in carousels and through off-timetable Learning for Life days. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS). Some themes might also be covered in assemblies or presentations to larger groups by external facilitators.

Any sensitive issues (from a religious/traditional point of view) will be formulated jointly with the Jewish Studies (Kodesh) department and will be delivered in classes jointly with Jewish Studies (Kodesh) teachers.

All lessons are fully differentiated to allow access for learners of all abilities, including those with special educational needs. It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

Pupils also receive stand-alone healthy relationships, abuse and consent education sessions delivered by an outside agency, Jewish Women's Aid.

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The school also recognises that some aspects of RSE must be taught by specialists. From time to time the school will invite professional health experts in to deliver issues relating to RSE.

These will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the school in delivering its policy on RSE
- When in class visitors will be supervised by a teacher who will be present at all times
- Visitors will follow the school's safeguarding procedures if a disclosure occurs within the classroom setting
- Visitors will know and understand where their contribution fits into the school's programme for RSE and Citizenship

Pupils' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.

Due to the nature of the topics discussed, teachers will be flexible in their approach to discussions and will respond to students' individual needs and circumstances. It is inevitable that discussions may broaden and branch off from the planned content, especially in relation to pupil's questions and experiences and so a wider context may be discussed within lessons.

If a pupil discloses information which is of concern with regards child protection, the procedure outlined in the Safeguarding policy will take place. Dialogue between the RSE team and pastoral staff will ensure that any pupils who are thought to be 'at risk' are supported through sensitive discussion of topics. Pupils are also able to take a timeout if a topic is in anyway distressing for them. They will not be made to discuss this, rather they will be offered support if wanted.

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme. Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways. We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, self-assessment and marking, and a whole-school pupil survey at the end of each academic year.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 children from any Physical Health, Mental Wellbeing or Relationships content.

Government guidance defines sex education as instruction on human sexual anatomy, sexual reproduction and sexual intercourse. This does not include teaching of adult relationships, LGBTQAI+ and gender issues, reproductive health (including contraception), emotional relations, reproductive rights and responsibilities, abstinence, and birth control.

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. When the headteacher receives such a letter he will invite the parents/carers to a meeting, at which the headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE, Timothy Chappelle, whose responsibility is to:

- Ensure that RSE is covered in the schemes of work for Citizenship
- Monitor the use of teaching and learning styles through learning walks
- Monitor the use of teaching materials through work scrutiny
- Evaluate the effectiveness of the schools programme
- Ensure the content is age appropriate.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the governing body annually.

11. Dissemination of the policy

..... (Name of appropriate member of staff) will:

- Disseminate a copy of this policy to all staff members, governors and PTA committee members
- Provide/organise relevant and regular training to staff on the policy content (this could be delivered by Manchester Healthy Schools)
- Ensure that copies of the RSE policy are available from the school office and on the website for parents to access on request
- Include a summary of the RSE policy in the school prospectus

Signatures:

.....
Headteacher

.....
Governor

.....
PSHE/HS Coordinator

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 7

Scheme of Work	Teaching
Transition and settling into Year 7	Year 7 induction – with form teachers
World religions	Through Religious Studies – Rabbi Schwartz
<p>Living in the wider world, including:</p> <ul style="list-style-type: none"> • Aspiration • Importance of Self Esteem • Wants & Needs • Racism & Stereotypes • Safe Social Media 	<p style="text-align: center;">Main School SM – Maxine Cohen SL – Andrew Cheetham SD – Maxine Cohen</p> <p style="text-align: center;">Yavneh Boys Arden Sills</p> <p style="text-align: center;">Yavneh Girls Maxine Cohen</p>
<p>Relationships, Identity and Safety, including:</p> <ul style="list-style-type: none"> • Maintaining genuine friendships and avoiding toxic ones • What is Bullying? • Bullying or Banter? • Online Bullying • Keeping safe & positive relationships • What does it mean to be a British Citizen? • Online Radicalisation 	
<p>Puberty, Emotional Health and Wellbeing, including:</p> <ul style="list-style-type: none"> • How can we keep good mental health? • How can I control my anger? • Puberty - What can I expect? • Periods, the menstrual cycle & PMS • Types of families • Romance, love & teen relationships 	
<p>Healthy living and responsible choices, including:</p> <ul style="list-style-type: none"> • What do we mean by a healthy lifestyle? • How can I keep a balanced diet? • Energy drinks • How can I commit to a healthy life? • Why is smoking so bad for us? • How dangerous are drugs & what are the different types? • Ethical Consumers • Environmental Issues 	<p style="text-align: center;">Main School Carousel: Group 1 – Tim Chappelle Group 2 – Claire Thomas</p> <p style="text-align: center;">Yavneh Boys 2 x Drop-down Days</p> <p style="text-align: center;">Yavneh Girls 2 x Drop-down Days</p>

Year 8

Scheme of Work	Teaching
<p>Prejudice, Values, Extremism + Cults, including:</p> <ul style="list-style-type: none"> • Religious Tolerance • Who are the radical groups? • Where does extremism come from? • How do leaders attract converts? • Extremism: Sharia Law in the UK • Preventing radicalism & extremism • Prejudice & Discrimination: Religion 	<p style="text-align: center;">Main School Class 1 – Heidi Greenstein Class 2 – Heidi Greenstein Class 3 – Catherine Ainsworth Class 4a – Maxine Cohen Class 4b – Maxine Cohen</p> <p style="text-align: center;">Yavneh Boys Arden Sills</p>
<p>My Goals, Behaviour and Emotions, including:</p> <ul style="list-style-type: none"> • Self Confidence and Goals • Personal Development and Target Setting • Managing my behaviour to achieve • Emotional Literacy: Self Awareness • Mindfulness 	
<p>Looking After Our Health, including:</p> <ul style="list-style-type: none"> • Cancer Awareness • Personal Safety and First Aid 	
<p>Discrimination, Prejudice and Challenges, including:</p> <ul style="list-style-type: none"> • Stereotypes and Prejudice: Disability • Homophobia – LGBT discrimination around the world • How can we avoid online groomers? • Personal Hygiene 	
<p>Healthy Relationships with Others and Ourselves, including:</p> <ul style="list-style-type: none"> • Eating Disorders • Body Image • Child Sexual Exploitation • Abusive Relationships • Peer Pressure • British Community, Religion and Culture • The LGBTQAI+ Community 	<p>Main School Carousel: Heidi Greenstein & Gary Faraday Yavneh Boys Covered as part of 3 x Drop-down Days</p>
<p>Citizenship, including:</p> <ul style="list-style-type: none"> • What is Citizenship? • How does the British government work? • Criminal responsibility & young offenders • Political Pressure Groups • Asylum seekers & refugees • Democracy and dictatorships • Genocide 	<p>Main School Carousel: Anat Caspi-Kaivanto & Catherine Ainsworth Yavneh Boys Covered as part of 3 x Drop-down Days</p>

Year 9

Scheme of Work	Teaching
<p>Achieving with Good Mental Health, including:</p> <ul style="list-style-type: none"> • Behaving to achieve – why do we have rules in the classroom? • Human rights: access to education • Interpersonal skills • Discrimination • Growth mind-set • Coping with stress • Managing anxiety • Selfie safety 	<p style="text-align: center;">Main School Class 1 – Elena Onac Class 2 – Claire Thomas Class 3 – Catherine Ainsworth / Edd Sleeman Class 4 – Heidi Greenstein</p> <p style="text-align: center;">Yavneh Boys Arden Sills</p> <p style="text-align: center;">Yavneh Girls Judith Seitler</p>
<p>Our Health + Personal Safety, including:</p> <ul style="list-style-type: none"> • Alcohol awareness • Vaping, Nicotine and Addiction • Drugs and the Law • Vaccinations, organ and blood donation stem cells and hygiene • Acid attacks • Self Harm 	
<p>Sex, Relationships & Conflict, including:</p> <ul style="list-style-type: none"> • Consent • Contraception • Teenage Pregnancy • Dangers of Pornography • Sexting • STIs • Male Body Image • Domestic Conflict 	
<p>Rights and Responsibilities, including:</p> <ul style="list-style-type: none"> • Who are UNICEF and how do they help around the world? • Human rights: trafficking • How and why does the UK help people in other countries? • What is sustainability and how can we personally live in a more sustainable way? • How does the law deal with young offenders? • Why do teens get involved with knife crime and what are the consequences? 	
<p>Citizenship – Politics, including:</p> <ul style="list-style-type: none"> • Local government • Devolved government • Elections & voting • General Elections • Parliament • Democracy • Monarchy & government 	

Year 10

Scheme of Work	Teaching
<p>Living Responsibly, including:</p> <ul style="list-style-type: none">• Managing time effectively• Living sustainably• Homelessness• Hate crime• Binge drinking	<p style="text-align: center;">Main School Covered as part of 3 x Drop-down Days</p> <p style="text-align: center;">Yavneh Boys Covered as part of 3 x Drop-down Days</p> <p style="text-align: center;">Yavneh Girls Covered as part of 3 x Drop-down Days</p>
<p>Relationships, including:</p> <ul style="list-style-type: none">• Conflict management• Forced and arranged marriages• Harassment and stalking• Revenge porn• Relationships with role models	
<p>Relationships and Diversity, including:</p> <ul style="list-style-type: none">• Same-sex relationships• Gender and trans identity• Managing social anxiety• Sexism• Parenting	

Year 11

Scheme of Work	Teaching
<p>Health & Wellbeing 1, including:</p> <ul style="list-style-type: none"> • Identity and diversity • How does privilege affect us? • Obesity and body positivity • Fertility and reproductive health 	<p style="text-align: center;">Main School Class A – Elena Onac Class B – Maxine Cohen Class C – Gary Faraday Class D – Gary Faraday</p> <p style="text-align: center;">Yavneh Boys Andrew Cheetham / Arden Sills</p> <p style="text-align: center;">Yavneh Girls Judith Seitler</p>
<p>Health & Wellbeing 2, including:</p> <ul style="list-style-type: none"> • Perseverance and procrastination • The importance of sleep • Risk taking and decision making • Gambling and online gambling • Digital footprints • Personal safety in the wider world 	
<p>Mental Health & Wellbeing, including:</p> <ul style="list-style-type: none"> • Managing tough times: change, grief and bereavement • Suicide • Social media and self-esteem • Screen time 	
<p>Relationships & Sex, including:</p> <ul style="list-style-type: none"> • Bullying and body shaming • Types of relationship • Consent, rape and sexual harassment • Relationship break-ups • Happiness and positivity 	
<p>Living in the Wider World 1, including:</p> <ul style="list-style-type: none"> • Animal rights and sustainability • Multiculturalism (British Values) • Right-wing extremism • Internet safety: the dark web • Cybercrime and online fraud 	
<p>Living in the Wider World 2, including:</p> <ul style="list-style-type: none"> • The criminal justice system • Anti-social behaviour • County lines • Terrorism and holy war • Overt and covert racism 	

Year 12

Scheme of Work	Teaching
Health & Wellbeing 1 , including: <ul style="list-style-type: none">• Class A Drugs• Class B Drugs• Class C Drugs• Relaxation	<p style="text-align: center;">Main School Covered as part of 3 x Drop-down Days</p> <p style="text-align: center;">Yavneh Boys Covered as part of 3 x Drop-down Days</p> <p style="text-align: center;">Yavneh Girls Covered as part of 3 x Drop-down Days</p>
Sex, Relationships and Society 1 , including: <ul style="list-style-type: none">• Critical thinking skills• Free speech vs hate speech• Social Justice	
Health and Wellbeing 2 , including: <ul style="list-style-type: none">• Cosmetic & plastic surgery• Gender & identity• Miscarriage & unplanned pregnancy	
Sex, Relationships and Society 2 , including: <ul style="list-style-type: none">• Sex and media• Controlling relationships• 'Honour'-based violence• Feminism• Date Rape	

Year 13

Scheme of Work	Teaching
Sex, Relationships and Society , including: <ul style="list-style-type: none">• Culture wars and media influence (double)• Callout culture• Cultural appropriation• Tolerating intolerance• Online subcultures and extremism	<p style="text-align: center;">Main School Covered as part of 3 x Drop-down Days</p> <p style="text-align: center;">Yavneh Boys Covered as part of 3 x Drop-down Days</p> <p style="text-align: center;">Yavneh Girls Covered as part of 3 x Drop-down Days</p>
Health and Wellbeing , including: <ul style="list-style-type: none">• Toxic and positive masculinity• Emotional wellbeing (double)• Drugs, festivals and parties• Sexual Health: STIs• Healthy Diets: BMI, obesity, food pyramids and eating well	
Finance and Independence , including: <ul style="list-style-type: none">• Finance: renting vs buying (double)• Payday loans• Pensions and retirement	

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

Topic	Pupils Should Know
<p><i>Respectful relationships, including friendships</i></p>	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
<p><i>Online and media</i></p>	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners

	<ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
<p><i>Being safe</i></p>	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
<p><i>Intimate and sexual relationships, including sexual health</i></p>	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • 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

<p><i>Mental wellbeing</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Internet safety and harms</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Physical health and fitness</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Healthy Eating</i></p>	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
<p><i>Drugs, alcohol and tobacco</i></p>	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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.
<i>Health and prevention</i>	<ul style="list-style-type: none"> • 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.
<i>Basic first aid</i>	<ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
<i>Changing adolescent body</i>	<ul style="list-style-type: none"> • 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.

Appendix 3: 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			