Mulberry
Academy London Dock

Relationship and Sex Education Policy

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1. Policy aims and objectives

The aims of Relationship and Sex Education (RSE) at Mulberry Academy London Dock are to:

- Foster healthy and respectful whole school relationships and behaviour between students. The school places great value on students' given information to make informed decisions and can therefore keep themselves safe.
- The school will comply with the relevant provisions of the Equality Act 2010
- To increase students' self-esteem
- To dispel myths
- To provide opportunities for all students to learn and to achieve.
- To promote student's spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.
- RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

At Mulberry Academy London Dock we teach RSE as set out in this policy.

2. Statutory Curriculum from the Department for Education

National Curriculum Science from the Department for Education

- At Key Stage 3 and 4 the national curriculum for science includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilization, gestation, birth and HIV/AIDS.
- Subject content (see appendices for full list of content)
- There continues to be no right to withdraw from National Curriculum Science.

Health Education (Physical Health and Mental Wellbeing) from the Department for Education

- The aim is to enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions. The lessons will help students to understand that there are normal variations in emotions and physical complaints and to help students to recognise the early stages of health and wellbeing issues.
- Students will be taught self-care steps which they can use to protect and support their own physical and mental health and wellbeing; which includes strategies for building resilience such as physical activity, hobbies, good nutrition, sleep and outward facing activities. Students will also be taught how to judge when someone they know needs support and where they can go to seek help.
- Students will learn the key facts about puberty, the changing adolescent body and menstrual wellbeing in Health Education; this should build on the lessons started at primary school.
- Students will be taught both the physical and emotional changes and the impact this has on their wider health and well-being.
- Subject content (see Appendix).
- There is no right to withdraw from Health Education.

Relationships and Sex Education from the Department for Education

- RSE within secondary school should provide a clear progression from the lessons taught in primary school.
- The focus in secondary school should be to provide young people the information to identify and develop healthy relationships (family, friendships, colleagues, successful marriage or other type of committed relationship), not just intimate relationships. It will also ensure that students will cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Students will learn about what is acceptable and unacceptable behaviour in relationships; both offline and online, how to identify this in relationships, recognise the impact this can have on mental wellbeing and understand how such situations can be managed. Students should also be taught about the link between self respect and mental well-being, the facts and law about sex, consent, grooming and online safety, sexuality, gender identity, sexual health and the choices permitted by the law around pregnancy in an age appropriate and inclusive way.
- In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.
- Subject content (see appendices for full list of content).
- There is no right to withdraw from Relationships Education.

Relationships and Sex Education (Secondary)

- By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Students should know: •that there are different types of committed, stable relationships. •how these relationships might contribute to human happiness and their importance for bringing up children. •what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. •why marriage is an important relationship choice for many couples and why it must be freely entered into. •the characteristics and legal status of other types of long-term relationships. •the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. •how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Students should know: •the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. •practical steps they can take in a range of different contexts to improve or support respectful relationships. •how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage

	(e.g. how they might normalise non-consensual behaviour or encourage prejudice). •that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. •about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. •that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. •what constitutes sexual harassment and sexual violence and why these are always unacceptable. •the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Students should know: •their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. •about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. •not to provide material to others that they would not want shared further and not to share personal material which is sent to them. •what to do and where to get support to report material or manage issues online. •the impact of viewing harmful content. •that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. •that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. •how information and data is generated, collected, shared and used online.
Being safe	Students should know: •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).

Intimate and sexual relationships, including sexual health	Students should know: •how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. •that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. •the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. •that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. •that they have a choice to delay sex or to enjoy intimacy without sex. •the facts about the full range of contraceptive choices, efficacy and options available. •the facts around pregnancy including miscarriage. •that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). •how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. •about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. •how the use of alcohol and drugs can lead to risky sexual behaviour. •how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

3. Policy Review

This policy has been developed in line with other Mulberry Schools Trust schools where there has been close consultation with the Borough of Tower Hamlets, staff, students, parents, Local Advisory Body and relevant outside agencies. This will be reviewed as Mulberry Academy London Dock continues to grow.

4. Definition

Relationships and Sex Education is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships and Sex Education involves a combination of sharing information, and exploring issues and values.

Relationships and Sex Education is not about the promotion of sexual activity.

Why is Relationships and Sex Education in schools important?

High quality Relationships and Sex Education helps create safe school communities in which students can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risk in relationships.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school's approach to RSE consists of:

1.The taught National Curriculum Science Programme of Study.

2.RSE within each Key Stage delivered within a planned PSHE programme

3.Pastoral support for students who experience difficulties.

4.Provision of appropriate information through school nurse drop-in sessions where appropriate.

5. Drop Days - students may also receive stand-alone sex education sessions delivered by a trained health professional.

6. Roles and responsibilities

6.1 The Governors

The Governors will approve the Relationships and Sex Education policy and hold the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for ensuring that Relationships and Sex Education is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of Relationships and Sex Education (see section 7).

6.3 Senior Leadership Team (SLT)

SLT will endeavour to support the provision and development of Relationships and Sex Education in line with this policy by providing leadership and adequate resourcing.

6.4 Assistant Principal

The Assistant Principal will maintain an overview of Relationships and Sex Education provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

6.5 Staff

All teachers are involved in the school's Relationships and Sex Education provision. Some teach Relationships and Sex Education through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the school's approach to Relationships and Sex Education and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some Relationships and Sex Education lessons and also play an important, informal pastoral support role with students. They will have access to information about the Relationships and Sex Education programme and supported in their pastoral role.

6.6 Students

Students are expected to engage fully in Relationships and Sex Education and, when discussing issues related to Relationships and Sex Education, treat others with respect and sensitivity.

A whole school approach will be adapted to Relationships and Sex Education that actively involves the whole school community.

All students have an entitlement to age and circumstance appropriate Relationships and Sex Education and to pastoral support. They will be actively consulted about their Relationships and Sex Education needs and their views will be central to developing the provision.

6.7 Parents and carers

Parents and carers have a legal right to view this policy and to have information about the school's Relationships and Sex Education provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 7). The school will seek and take account of parent and carer views and endeavour to adopt a partnership approach with families. This will periodically include information/education workshops for parents and carers. The school's approach to Relationships and Sex Education will encourage dialogue between parents, carers and their children.

6.8 The school nurse

The school nurse can play a key role in supporting the teacher in Relationships and Sex Education both in terms of advice, input into lessons, provision of pastoral support for students and resources. The school will work in ongoing consultation and partnership with the school nurse.

6.9 Outside agencies and speakers

Outside agencies may be involved in inputting to Relationships and Sex Education lessons and as points of referral as support services for students. The academy will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that students can access.

7. The right to withdraw

Although the guidance states that Sex Education is statutory, it also states that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. They can be withdrawn by the parent up to and until three terms before the child turns 16 when Sex Education would become statutory once again. If the withdrawn student wishes to receive sex education lessons after this point, they can opt themselves back in.

If parents want to withdraw their child, they need to meet in person with the Principal and discuss their reasons and concerns. Requests for withdrawal should be put in writing using the form found in Appendix D of this policy. Letters to withdraw students will not be accepted. A copy of the withdrawal request will be place in the student's educational record.

Students cannot be withdrawn from National Curriculum Science, Relationships Education or Health Education. Students can however be withdrawn from Sex Education, following discussions with the Principal and an agreement in writing.

Following discussions with a member of the Senior Leadership Team, except in exceptional circumstances, the school should respect the parents request to withdraw the child; up to and until three terms before the child turns 16. After this point if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

8. Monitoring, Evaluation and Assessment

The RSE programme will be monitored and evaluated by Assistant Principal responsible for PSHE and quality assurance of the programme will be reported to the Principal. The delivery of RSE is monitored by the Assistant Principal responsible for PSHE and SLT through evaluation activities that might include:

- Learning walks
- Work scrutinies
- Student and Parent voice

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

9. Equality and Inclusion

The school will comply with the relevant requirements of the Equality Act 2010: schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

Our Relationships and Sex Education programme aims to create a safe, inclusive and supportive learning environment.

The delivery of the content will be made accessible to all students, including those with SEND. Schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education at Mulberry Academy London Dock will help all students understand their physical and emotional development and enable them to make positive decisions in their lives.

The school takes positive action to build a culture where everyday sexism, misogyny and homophobia etc. are not tolerated and any occurrences are identified and tackled. The schools Relationships and Sex Education curriculum supports the wider school values of tolerance and respect.

The school ensures that all of the teaching of RSE is sensitive and age appropriate in approach and content. Lessons on Lesbian, Gay, Bisexual and Transgender (LGBT) relationships will be fully integrated into the programme of study, rather than as a stand-alone unit or lesson.

11. Resources

For an overview of the recommended RSE Borough resources, please see Appendix A. This is not an exhaustive resource list however; schools will need to include additional Health Education resources and other RSE lessons to create a comprehensive spiral curriculum for the duration of each academic year. The government have included a range of recommended websites and resources in the appendices of the latest RSE guidance document.

LBTH recommend that schools source additional *Quality Mark resources* from the PSHE Association website, via ‘resource search’.

Additional subject specific resources and materials will be rolled-out by the government in due course, these are often uploaded onto the PSHE Association website and members are kept informed by regular e-newsletter updates.

The school will also use resources adapted from a number of recognized sources e.g. MIND / NSPCC

PSHE Association

LBTH recommend that schools join the PSHE Association to gain access to Quality Mark resources, subject support and curriculum updates. Annual Individual memberships cost £45, whilst annual whole school memberships cost £120.

Appendix A

LBTH Secondary RSE and Health Education recommended resources, for the new RSE curriculum:

- -KS3 and KS4 Medway & PSHE Association Resources- Free for members
- -KS3: NSPCC & PSHE Association- Making sense of relationships- Free resource
- -KS3 and KS4: PSHE Association Emotional Health & Mental Wellbeing – Free resource[1]
- -KS4 DiRSEspect Nobody Campaign Resources: Healthy Relationships lessons- Free resource
- Jigsaw 11-16 (Secondary PSHE), the mindful approach to PSHE (Quality Mark Pending) from the PSHE Association-Prices available on their website
- KS3 and KS4 Rise Above resources for Schools-Public Health England. The free lessons include:

- Social media
- Sleep
- Dealing with change
- Transition to secondary school
- Puberty
- Bullying and cyberbullying
- Smoking
- Online stress and FOMO
- Alcohol
- Exam stress
- Body image in a digital world
- Forming positive relationships

[1] **Please note:** The PSHE Association's Emotional Health and Mental Wellbeing Lessons are free, however members of the PSHE Association gain access to the lessons in PowerPoint format.

Appendix B

Department for Education Statutory Guidance Physical Health and Mental Wellbeing

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary#physical-health-and-mental-wellbeing-secondary

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to 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. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Physical health and mental wellbeing: Secondary

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders [footnote 1].

Teachers should be aware of common ‘adverse childhood experiences’ (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing

Pupils should know:

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

Internet safety and harms

Pupils should know:

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

Physical health and fitness

Pupils should know:

- 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 cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

Healthy eating

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should know:

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

Basic first aid

Pupils should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR [footnote 2]
- the purpose of defibrillators and when one might be needed

Changing adolescent body

Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health

1. Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPDfor teachers. ↩
2. Cardio Pulmonary Resuscitation is usually best taught after 12 years old. ↩

Appendix C

National Curriculum for Science from the Department for Education:

Key Stage 3 National Curriculum Science 2015 from the Department for Education
Statutory
Reproduction: 'Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilization, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta'. **Inheritance, chromosomes, DNA and Genes** 'Heredity as the process by which genetic information is transmitted from one generation to the next'

Key Stage 4 National Curriculum Science 2015 from the Department for Education
Statutory
Health, disease and the development of medicines 'Communicable diseases including sexually transmitted infections in humans (including HIV/AIDS) ' **Coordination and Control** 'Principles of hormonal coordination and control in humans' 'Hormones in human reproduction, hormonal and non-hormonal methods of contraception' **Evolution, inheritance and variation** 'Sex determination in humans' 'Genetic variation in populations of a species' 'The process of natural selection leading to evolution' 'The evidence for evolution'

Appendix D

Parent and Carer Form: Withdrawal from Sex Education within RSE

To be completed by parent or carer			
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 or Carer Signature			

To be completed by the school	
Agreed actions from discussion with parents	
Principal Signature	
Date	