



TIFFIN
FOUNDED 1638

Relationships and Sex Education Policy

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Governor's Committee Responsible: Education Committee

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1. Introduction

Sex and Relationship Education (RSE) is lifelong learning about social, physical, moral and emotional development, with due regard for the value of family life, respect, love and care. RSE also emphasises diversity and personal identity. Relationship and Sex Education provides students with factual knowledge about puberty and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility. The knowledge and skills gained through the RSE provision are intended to help students to manage a healthy lifestyle, including the reduction of harm to self and others. The effective delivery of the policy contributes to our delivery of the Spiritual Moral Social Cultural (SMSC) aspects of School.

Documents that inform Tiffin's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education Act (2006)
- Equality Act (2010)
- Children and Social Work Act (2017)
- [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- Keeping Children safe in Education

This RSE policy should be considered alongside Tiffin School's Child Protection and Safeguarding Policy, Anti-bullying policy, Equal opportunities policy, Mental Health policy, SEND policy and SMSC policy.

2. The Programme

Tiffin School has a commitment to ensuring that the programme is relevant to and inclusive of all students and is taught in a way that is age and stage appropriate. Our programme provides knowledge about the processes of reproduction and human growth as part of the National Curriculum in science. All students must follow this programme and the delivery of RSE will be differentiated where necessary to address the needs of students, for example students with learning, emotional or behavioural difficulties or physical disabilities (SEND). The RSE curriculum also examines some issues related to sexual ethics, the religious, social and moral dimensions of sexual relationships and health. Students are encouraged to respect one another's views and different approaches to sexual orientation. The RSE programme supports family commitment, respect for marriage and different types of family structure, and acceptance of different approaches. The School Health Team and representatives from outside agencies may also be involved in the delivery of the programme. When using outside agencies, we follow DfE recommendations. The 21 Century Life Pastoral programme encourages the acquisition of skills and attitudes that allow students to manage their relationships in a responsible and healthy manner. The programme is carefully structured and shows continuity between the years. The programme is delivered within a moral framework and students are encouraged to develop understanding of the value and importance of these issues.

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Students in need of further relationship and sex education may be pointed towards the school's Health Link Practitioner, the pastoral team or the safeguarding team, see programme delivery below. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- a. Families
- b. Respectful relationships, including friendships
- c. Online and media
- d. Being safe
- e. Intimate and sexual relationships, including sexual health

3. Equality and inclusivity

- We will ensure our delivery of RSE complies with the relevant requirements of the Equality Act 2010 and Public Sector Equality Duty.
- We will 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 (collectively known as the protected characteristics).
- We will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND code of practice when planning the RSE curriculum.
- We will take positive action to address the needs of our own student body and consider whether it is appropriate or necessary to put additional support in place when groups and protected characteristics are potentially at greater risk, for example if there is a rise in Harmful Sexual Behaviour, Gender discrimination, homophobia, racism etc.
- We will follow the guidance from the DfE on Sexual Violence and sexual harassment between children in schools and colleges

- We will create an environment that challenges perceived limitations on students based on their protected characteristics.

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress
- We will share all curriculum materials with parents and carers upon request and ensure parents have examples and an overview of the RSE curriculum on the school website

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them and give consideration to the level of differentiation needed.

We will share all curriculum materials with parents and carers upon request.

4. Safeguarding

This policy complies with the Child Protection and Safeguarding Policies adopted by the School. Staff cannot offer unconditional confidentiality to students. We will reassure students that staff will act in their best interests and that this may involve sharing information if there is risk of harm. Students will be told if information is to be shared and will be offered appropriate support.

5. Aims

We aim to develop attitudes and values through:

- promoting respect, value, love and care of themselves and others including respect for individual and cultural differences
- developing understanding and promoting sensitivity towards the needs and views of others and modelling appropriate behaviours
- developing confidence to challenge discrimination based on sexual orientation and gender and address sexist or homophobic bullying
- discussing moral issues including concepts associated with right and wrong
- encouraging responsibility for their own actions and promoting positive self-images
- exploring responsibility to the school, their family, other diversity groups and the wider community.

We aim to develop personal and social skills through:

- learning how to share and cooperate with others
- experiencing being part of a community within the class, the school and the wider community, enjoying the benefits, and learning to accept the responsibilities this brings
- enabling students to express preferences, communicate needs, make decisions, choose options that other people act upon and respect
- supporting students in learning to understand appropriate and inappropriate behaviours and manage their own behaviour and emotions
- enabling students to make choices and deal with the consequences that these may bring
- enabling students to make choices based on an understanding/acceptance of differences and absence of prejudice
- developing self-respect and empathy for others
- developing self-awareness and self esteem
- developing skills to manage potential conflict and upset
- learning how to assert oneself appropriately and so avoid abusive exploitation, and peer pressure.

We aim to develop knowledge and understanding through:

- developing body awareness and physical control
- developing a knowledge of gender, growth and development
- learning when privacy is appropriate and how to protect one's own privacy
- promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them
- developing an understanding of physical feelings, including physiological responses to touch
- developing an understanding of own and others' sexuality, emotions and relationships
- developing an understanding of puberty, menstruation, sexuality, reproduction, contraception, and how to avoid unplanned pregnancies
- developing an awareness 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)
- developing an understanding of sex and the law 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 future relationships
- developing an understanding of sexual health, including STIs, and testicular cancer
- learning about healthy lifestyles and awareness of how RSE links with issues of peer pressure, risk-taking behaviour, such as drugs, smoking and alcohol
- understanding the potential impact of the porn industry on young people's self-esteem and understanding of fact and fiction
- understanding the facts and science relating to blood, organ and stem cell donation, immunisation and vaccination
- developing knowledge, understanding and skills to recognise and assess potential risks, on and off line, including sharing content, the impact of viewing harmful content, and understanding that sharing and viewing indecent images of children (including those created by children) is a criminal offence.

6. Programme delivery

Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the differences between fact, opinion, and cultural and religious beliefs.

Students are expected to engage fully in the RSE programme and to treat others with respect and sensitivity in lessons. Advice/information is part of the programme. Sensitive issues will be discussed in an open and honest way that is relevant both to individuals and to groups of young people and which reflects respect for all groups in society.

Students sometimes approach teachers with concerns related to sex & relationships; confidentiality is observed as much as possible, although teachers may have to make informed judgements about confidentiality and the individual student's needs and overall wellbeing, in line with the school Safeguarding and Child Protection policy. We will reassure students that staff will act in their best interests and that this will involve sharing of information with the DSLs if there is a risk or harm. Students will be told if information is to be shared and will be offered appropriate support. Teachers will record these conversations on CPOMS and consult with the DSL, Head of Year, SENCO and Headteacher as appropriate. Support may be offered through the Safeguarding team, the Mental Health Lead, KU19 (Kingston's sexual Health Clinic for under 19s) and the School Health Practitioner is available to offer advice to young people on a one to one basis.

The programme is delivered by a specialist team of teachers who receive CPD in the delivery of PSHE, Citizenship and RSE to ensure that they are well equipped and supported in the appropriate delivery of sensitive topics.

7. Parents

Parents and carers have an important role in RSE through instilling values, providing a framework for relationships and arranging structures for support. We recognise that many students would prefer to receive information about RSE from their parents or carers. We provide supportive information on the RSE topics and access to accurate information, resources and advice via the school website or on request.

8. Student withdrawal from Sex Education

The RSE policy is made available to parents. Parents/carers do not have the right to withdraw their child from relationships education. Under the 1996 Education Act, parents have the right to withdraw their children from part or all of non-National Curriculum RSE i.e. the significant proportion that falls outside the Science curriculum. Parents have the right to withdraw their children from this part of the 21st Century Life programme and alternative arrangements will be made for their children's supervision in accordance with standard practice for students unable to attend other lessons or trips. The request to withdraw must be made in writing to the Headteacher using the form in appendix 2. In accordance with the February 2019 government guidance, from September 2020, the school will respect the parental request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements

to provide the child with sex education during one of those terms. The parental choice to withdraw a child from RSE does not affect the child's right to use confidential health services provided at school or elsewhere.

9. Monitoring and Evaluation

It is the responsibility of the 21st Century Life Coordinator to monitor and coordinate the delivery of the programme and ensure that it follows DfE guidelines, with the link member of SLT. The RSE policy is approved by Governors. The School carries out annual self-evaluation of RSE, including the use of student voice to review and tailor the programme to match the needs of students. Any changes will be ratified by the governing board.

Appendix 1

The DfE RSE guidance can be found [here](#). Nb this will update for Sept 2026.

By the end of secondary school students should know:

| Topic | students should know |
|---|---|
| Families | <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. |
| Respectful relationships, including friendships | <p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people’s beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, |

attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.

9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.

10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.

11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.

12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.

3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.

4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.

5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.

7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.

8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

12. How information and data is generated, collected, shared and used online.

13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).

14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.

15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.

2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.

3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.

4. 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.

5. That some sexual behaviours can be harmful.

6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking.

7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.

8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma

Mental
Wellbeing

9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing
online

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. 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.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.

Physical health and fitness

6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy Eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.11
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2: Parent/carer form: withdrawal from sex education within RSE

| To be completed by parents/ carers | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent/carer | | 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/carers | |