

Relationship and sex education policy



Westcountry Schools Trust: Eggbuckland Community College

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This policy sets out our approach to relationships and sex education (RSE) across Westcountry Schools Trust. Section(s) have been adapted to reflect the circumstances in Eggbuckland Community College.

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

2. Statutory requirements

As a trust of primary and secondary academies, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, schools are required, under section 403 of the Education Act 1996, to have regard to guidance issued by the Secretary of State; this statutory duty is reinforced through funding agreements.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- Relationships Education, Relationship and Sex Education (RSE) and Health Education - [Statutory Guidance \(2019\)](#)

At Egguckland Community College we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to complete an online survey in January 2025 covering the content of RSE by year group to gather their views and allow individuals to receive email responses to any queries they had. The next parental online consultation will be sent on by the end of January 2027 following the updated RSE statutory requirements for September 2026
3. Pupil consultation – we investigated what exactly pupils want from their RSE by using a student voice online survey at the end of every full term.
4. Ratification – once amendments were made, the policy was shared with local hubs and the board of trustees for ratification.

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 RSE 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, carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so that pupils are accurately informed, thereby mitigating the risk of pupils seeking answers online and being exposed to harmful, misleading or inaccurate content.

We will share any curriculum resources and materials with parents and carers on request.

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

6. Delivery of RSE

Health Education:

Health Education is statutory in all state-funded schools and is taught at Eggbuckland Community College in line with statutory guidance.

Relationship and Sex Education:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, referred to as Wellbeing at Eggbuckland Community College. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to include pupils of all gender identities, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate materials to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All Relationships and Sex Education (RSE) and Health Education resources are subject to a formal review process prior to use. In line with statutory guidance issued by the Department for Education, resources are selected to be age-appropriate, accurate, inclusive, and sensitive to pupils' needs, and to support the aims of the RSE curriculum.

Resources are reviewed to ensure they:

- Align with statutory guidance for RSE and Health Education
- Are factually accurate and pedagogically appropriate
- Support safeguarding and do not expose pupils to harmful, misleading, or inappropriate content
- Reflect the school's values and the needs of its community

The school recognises the revised statutory guidance for RSE and Health Education due to take effect from September 2026. This policy and the review of resources will be updated as required to ensure continued compliance with current and future statutory guidance.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

In line with statutory guidance issued by the Department for Education, Relationships and Sex Education and Health Education do not require formal assessment. There is no expectation of examinations, grading, or summative assessment. Any assessment undertaken is formative and proportionate, forming part of normal classroom practice to support pupils' understanding, identify misconceptions, and inform future teaching.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, same-sex parents, families headed by grandparents, adoptive parents and 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).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

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, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We use two cancer charities (Testicular Cancer Trust and Coppafeel) to deliver cancer talks to Year 11 in their Spring term

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - For more information please refer to the WeST visiting speakers' policy:
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The board of trustees

The board of WeST Community Council's (WCCs) will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 CEO

The CEO will:

- Approve the policy
- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the WCC chair if they occur.

8.4 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across their school, for making sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.5 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-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Jess Moutell.

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.

Staff teaching RSHE (known as Wellbeing at ECC) Sep 2026 – July 2027:

CTL: L Hewison

Other staff:

- Miss L Fishwick
- Miss L M Hewison
- Miss M Jefferies
- Mr J Kenneby

- Mr S Gill
- Mr S Wilson
- Mrs N S Flippance
- Mx S Tanner
- Mr A Calderwood (Post 16)

8.6 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal are via a letter sent to parents when SRE is taught within KS3. Parents need to opt out via this letter which provides a link to an online form that parents need to complete (see appendix 3).

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher may discuss the request with parents/carers and take appropriate action.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

A record of children who have been withdrawn will be kept by the Curriculum Team Leader.

Alternative school work will be given to pupils who are withdrawn from sex education, with an emphasis on healthy relationship behaviours.

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by L Hewison with Support from Lauren Partridge, Lead Practitioner for PSHE through the following mechanisms:

Learning Walks, the schools QA process, folder checks and Trust monitoring visits.

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

This policy will be reviewed by L Hewison CTL of Wellbeing annually. At every review, the policy will be approved by the HAB.

Appendix 1: Curriculum map

Relationships and sex education curriculum map – all resources are developed by the CTL for Wellbeing and are available to staff on the internal SharePoint System

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn L1-L6	<u>Looking After ourselves:</u> 1. How do we learn and keep our brain healthy? (Sleep, breathing techniques, nutritious food) 2. How do we manage our emotions? 3. How do we look after our personal hygiene? (Personal, Dental Hygiene) End of term online test and online student voice	<u>Healthy Sex, Healthy Relationships:</u> 1. What can we remember about Puberty? 2. How do our bodies respond to an infection? 3. What are the symptoms, treatment, and long-term consequences of common bacterial and viral STIs? 4. What are the common contraceptives that can be used to prevent pregnancy and/or STIs? (incl LGBTQ+ perspective) Online end of term assessment	<u>Healthy Living:</u> 1. What lifestyle choices can affect our health? (incl STIs, taking drugs, not managing our emotions, online behaviour) 2. What are the dangers of some illegal and legal drugs? (Alcohol, Nicotine, MDMA, Cannabis, Ketamine) 3. How do we stay safe online and within the law? End of term online exam style assessment (incl. scenario- based questions)	<u>Healthy Relationships, Healthy Sex</u> 1. What is FGM and Honour based violence? 2. What's the problem with pornography? 3. What is consent and what are the laws related to it? 4. What does a healthy or unhealthy relationship look like? End of term online exam style assessment (incl. scenario- based questions)	<u>Maintaining your Mental Wellbeing</u> 1. What is mental wellbeing and why is it a problem for some? 2. How can I assess my own mental wellbeing? (STRESS BUCKET) 3. Why am I tried all the time? 4. What strategies can I use to support and maintain my mental wellbeing?
Spring L7 - L12	<u>Looking after ourselves:</u> 1. How do our bodies and emotions change during puberty? 2. How can lifestyle choices be dangerous? (Vaping – link back to the healthy brain) 3. What is acceptable online? (sexting and the law, online bullying)	<u>Healthy Sex, Healthy Relationships:</u> 1. How can I deal with peer pressure in an intimate relationship? 2. What does a healthy relationship look like? 3. Why do some people take risks with their sexual health? (Including alcohol as well as risky behaviour) Online end of term assessment	<u>Healthy Living:</u> 1. How do we stay within the Law online? 2. Research: Where do we get help for alcohol, drugs, or online safety? <u>Mental Wellbeing:</u> 3. What is stress and how do we cope with it? 4. What are some ways that others struggle with stress and anxiety? (Self-harm, body image, OCD, anxiety, depression) Online end of term assessment	<u>Healthy Relationships, Healthy Sex</u> 1. How does the media influence us and our intimate relationships? 2. How does the body deal with infections such as STIs? 3. Revisiting STIs: symptoms, consequences, and treatments. 4. What is the big deal with HIV? (Gareth Thomas HIV and ME doc) 5. Revisiting contraception methods incl. LGBTQ+ perspective 6. Where to get help locally for STIs and contraceptive advice? End of term and student survey	<u>Financial capability including</u> 1. How do we live on a Low Wage? 2. How can we manage our debt? 3. How can we borrow money responsibly?

Summer L13-L18	<u>Looking after others: First Aid:</u> 1. Why is First Aid important? 2.What is DRAB? (Danger Response Airways Breathing) 3. When do I put someone in the Recovery Position? 4. Recovery Position Peer Assessment. End of year online Exam <u>(Drop Down day) First Aid:</u> CPR, CPR Peer Assessment Dealing with Big Bleeds, Dealing with Clinical Shock End of year exam/Enrichment week/Rollover week (see 1 for yr 8)	<u>Healthy Sex, Healthy Relationships:</u> 1. What are the choices for a pregnant teenage girl? 2. How do criminal gangs exploit young people? (County Lines and Human Trafficking) 3. Where can a teenager get help locally? (school and wider community support for relationship concerns and criminal behaviour) End of year online assessment Enrichment Week Rollover week (see 1 for Yr 9)	<u>Mental wellbeing:</u> 1.Where can we seek help locally and nationally to help us with our mental wellbeing? <u>The Right to Be Me:</u> 2. How do people define their identity? 3. What is #MeToo? 4. How does body language work? 5. What is misogyny and why should we care? End of year online assessment (scenario-based) Enrichment week Roll-over week (see 1. For Yr 10)	<u>Healthy Relationships, Healthy Sex</u> 1.What are the pros and cons of adoption and abortion? 2.How do fertility rates change as you age? 3. What is the menopause and how does it affect women's health? 4. What are the short- and long-term impacts of being a teenage parent? Mock exams Work experience week Rollover week (see 1 for Yr 11)	Study Skills and extraction for extra Maths and English tuition
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Year 12 and Year 13

The three strands

Health & Wellbeing	Relationships	Living in the Wider World
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Term overview

Year 12

Wk	Autumn — Health & Wellbeing	Spring — Relationships	Summer — Living in the Wider World
1	Transition to KS5	Staying safe in social situations	Staying safe financially
2	Independence and staying safe	Making choices: sexual health	Travel
3	Staying safe: Substance misuse	Making choices: sexual pleasure	Staying safe in emergency situations (adapt for your setting, e.g. trains, water)
4	Staying safe: Alcohol	Making choices: pregnancy / fertility	Life beyond post-16 (apprenticeships, university, work)
5	First aid	Staying safe online — digital footprint, dating online, impacts of pornography	UCAS
6	The impact of substance use	Staying safe online (continued)	UCAS / Apprenticeships

Year 13

Wk	Autumn	Spring
1	Managing stress and change	Finance: financial independence and support
2	Leaving home: building a healthy lifestyle (food shopping, hygiene)	Finance: budgeting
3	Addiction — substance, online shopping, gambling	Finance: debt / savings
4	Transition to adult life: finalising next steps	Inclusion and intersectionality
5	Sexual violence and pressure	Getting ready for life after school
6	Respectful relationships: meeting new people (can be removed if not relevant)	Getting ready for life after school

Summer term (Year 13): *no PSHE lessons are planned, as students have exams.*

Lesson-by-lesson breakdown

Year 12 — Autumn term · Health & Wellbeing

Lesson	Strand	Topic
1	Health & Wellbeing	Transition to KS5
2	Health & Wellbeing	Independence and staying safe
3	Health & Wellbeing	Staying safe: substance misuse
4	Health & Wellbeing	Staying safe: alcohol
5	Health & Wellbeing	First aid
6	Health & Wellbeing	The impact of substance use

Year 12 — Spring term · Relationships

Lesson	Strand	Topic
1	Relationships	Staying safe in social situations
2	Relationships	Making choices: sexual health
3	Relationships	Making choices: sexual pleasure
4	Relationships	Making choices: pregnancy / fertility
5	Relationships	Staying safe online — digital footprint & dating online
6	Relationships	Staying safe online — impacts of pornography

Year 12 — Summer term · Living in the Wider World

Lesson	Strand	Topic
1	Living in the Wider World	Staying safe financially
2	Living in the Wider World	Travel
3	Living in the Wider World	Staying safe in emergency situations
4	Living in the Wider World	Life beyond post-16
5	Living in the Wider World	UCAS
6	Living in the Wider World	UCAS / Apprenticeships

Year 13 — Autumn term

Lesson	Strand	Topic
1	Health & Wellbeing	Managing stress and change
2	Health & Wellbeing	Leaving home: building a healthy lifestyle
3	Health & Wellbeing	Addiction — substance, online shopping, gambling
4	Living in the Wider World	Transition to adult life: finalising next steps
5	Relationships	Sexual violence and pressure
6	Relationships	Respectful relationships: meeting new people

Year 13 — Spring term

Lesson	Strand	Topic
1	Living in the Wider World	Finance: financial independence and support
2	Living in the Wider World	Finance: budgeting
3	Living in the Wider World	Finance: debt / savings
4	Living in the Wider World	Inclusion and intersectionality
5	Living in the Wider World	Getting ready for life after school
6	Living in the Wider World	Getting ready for life after school

Year 13 — Summer term

No PSHE lessons are planned for the summer term of Year 13, as students have exams.

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

TOPIC	PUPILS SHOULD KNOW
Families	● 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	● 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

TOPIC	PUPILS SHOULD KNOW
Online and media	• 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	• 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	● 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

Appendix 3: Parent form: withdrawal from sex education within RSE (see attached letter)

Letter sent home to parents:

Dear Parent/Carer

As part of the Wellbeing curriculum in Year 8, your child will be given 3 basic sex education lessons. These form part of a module that we have called “Healthy Relationships, Healthy Sex.” The purpose of this module is to enable students to explore a variety of issues linked with teenagers, sexual health and the importance for students to reduce risky behaviours that may lead to sexual health problems. Current research recommends that such basic information is introduced to young people early on in secondary schools and then reinforced by repetition over two or three years.

We have included the module overview so you can see the main themes we cover. The traditional sex education lessons build on the science national curriculum puberty lessons that were taught in Year 7. The lessons include information related to sexually transmitted infections (STI’s) and different contraceptive methods and their effectiveness at preventing infection and/or unplanned pregnancy.

All staff delivering these particular lessons are well trained and deal with the topic in a sensitive manner. Students get opportunities to review their learning on these matters again in Year 10, where we deliver similar lessons, but we also then include potential relationship difficulties including abuse and coercive control.

As parents, you have the legal right to withdraw your child from these specific sex education lessons. **If you DO NOT wish your child to attend the sex education aspect of this module** (indicated in the Red Outlined box overleaf), **please complete the online form here** <https://forms.office.com/e/umUfFifRnS> **or use the QR code below.**

If you ARE HAPPY for your child to attend these lessons you DO NOT need to fill in the form.

If you would like further information regarding the content of the sex education lessons, please feel free to contact the Wellbeing department and arrange to speak to your child’s Wellbeing teacher or contact me via email. In addition, a copy of the College’s Sex Education Policy is available on our school website.

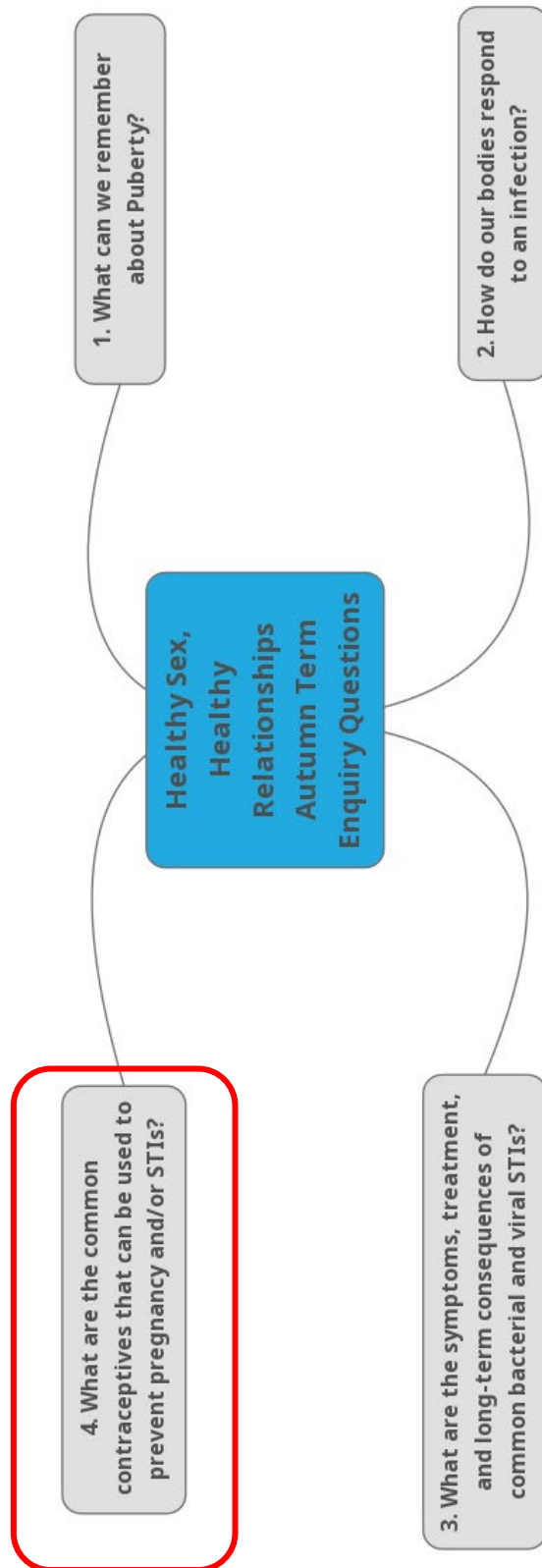
Kind regards

L.M Hewison

Ms L M Hewison lhewison@egguckland.com
Wellbeing Curriculum Team Leader



<https://forms.office.com/e/umUfFifRnS>



Copy of Online Form for Parents to complete:

Year 8 RSE lesson withdrawal request

This is the current WeST policy regarding RSE lessons withdraw requests:

It is recognised that, for religious or other reasons, parents/carers may wish to withdraw their children wholly or in part from the RSE curriculum, except for those parts included in the statutory National Curriculum.

“Parents/carers have the legal right to withdraw their children from RSE taught outside of the science national curriculum – but if they choose to withdraw their children from school provision, The school have a responsibility to provide alternative RSE.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

If parents/carers then request withdrawing their child from those lessons alternative arrangements will be made and parents/carers will be directed to the DFE information pack. Such provision will only be made on receiving a written request from a parent or legal guardian/carer to the College Principal.

In practice, this means that parents can withdraw their child from the RSE component of the Wellbeing lessons up and until their child is three terms before they turn 16.

At Egguckland Community College we introduce Sexual Health Education in year 8 and focus on STIs and their symptoms, how to protect themselves from acquiring an STI (through the use of condoms or femidoms or abstinence from sex), as well as other contraceptives to significantly reduce the chances of becoming pregnant. We also focus on identifying the behaviours of a healthy relationship and where to get support.

In the Summer term of Year 10 we then revisit this content, as well as including other age appropriate factors that may impact a healthy relationship.

If you wish to withdraw your child(ren) from the Year 8 Wellbeing lessons that involve learning about contraception, please complete the quick form below.

* Required

Students who have been withdrawn will be able to complete work in the Library instead.

1. Full name of your child(ren) in year 8 that **you wish** to withdraw from the Wellbeing lessons on contraception *

Enter your answer

2. Name or initials of your child(ren)'s **Wellbeing Teacher** (so they can be made aware) *

Enter your answer

3. General reason for requesting to withdraw *

☐ Religious grounds

☐ Other

4. You selected Other as your reason in Question 3 above. Please type here what other reason you have to request the withdrawal.

Enter your answer

5. I agree to be contacted by the headteacher if necessary *

☐ Yes

☐ No

6. If you selected No for question 3, please provide your reasons here.

Enter your answer

7. Date of request



8. Email address

Enter your answer

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