

# **KINGSBRIDGE COMMUNITY COLLEGE**

## **Relationships, Sex & Health Education (RSE) Policy**

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## **1. Definition**

- 1.1. RSE is about the emotional, social and cultural development of students, 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.

## **2. Rationale, Ethos and Aims**

- 2.1. This policy covers Kingsbridge Community College's approach to the teaching of Sex and Relationship Education.
- 2.2. It was produced by the PSHE Lead, following consultation with parents, students, local service providers and governors.
- 2.3. At Kingsbridge Community College we aim to ensure that our high-quality Relationships and Sex Education will provide our students with the information they need both now and into their futures.
- 2.4. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice.
- 2.5. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.
- 2.6. At Kingsbridge Community College our RSE program will:
  - Be age appropriate using a planned and sequenced spiral curriculum
  - Present information in an objective, balanced and sensitive manner
  - Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
  - Be fully inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)
  - Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
  - Reinforce the importance of loving relationships, rooted in mutual respect
  - Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
  - Represent all types of families and to explore the different methods for starting a family
  - Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum (*BAME: Black, Asian and Minority Ethnic, LGBT: Lesbian, Gay, Bisexual and Transgender*)
  - Ensure students can identify the features of healthy and unhealthy relationships
  - Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity
  - Ensure students develop a clear understanding of the law relating to sex. This includes the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and sexual harassment
  - Make students aware of how and where to seek help if they are in an unhealthy or abusive relationship
  - Prepare students for the journey from adolescence to adulthood

- Provide students with education on British Values and the Protected Characteristics as set out in the Equality Act 2010
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of sexually transmitted infections
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- Ensure that students have knowledge about all choices in relation to pregnancy, with medically, legally, accurate impartial information
- Educate students about online safety and the risks of using social media and the internet and how to identify harmful behaviours online
- Develop students' understanding of the dangers of viewing harmful content pornographic material

### 3. Roles and Responsibilities

#### 3.1. The Governing Board

The local governing body will approve the RSE policy and hold the Principal to account for its implementation.

#### 3.2. The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE

#### 3.3. PSHE Lead

The PSHE lead ensures consistent and appropriate delivery of the curriculum.

Student voice and KCC quality assurance will be used to review the impact and effectiveness of the program.

Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

#### 3.4. PSHE teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

### 4. Legislation (Statutory regulations and guidance)

4.1. From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education and Health Education (RSHE): statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers** will become statutory.

4.2. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE).

4.3. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including student referral units. **See appendix I for further information on curriculum content.**

4.4. The RSE policy supports/complements the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- PSHE Policy
- Mental health and Well-being Policy

4.5. Documents that inform the College's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) [https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_and\\_health\\_education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf)

## 5. Curriculum Design

5.1. Our curriculum is set out as per Appendix I but we may need to adapt it as and when necessary, as set out in the DFE guidance "Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of the community and adapt materials and programmes to meet the needs of students"

5.2. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers from unsubstantiated sources.

5.3. Our RSE curriculum, is fully integrated into our PSHE programme. Lessons will be delivered once a week by in year 7 with a range of both PSHE specialist staff and second subject staff ; by a the PSHE team in year 8. Years 9,10 and 11 are taught by the specialist RSE team.

5.4. Our RSE programme will include a varied range of teaching methods and interactive activities, including; group and class discussion, developing understanding of key terms through regular quizzes and specialist workshops.

5.5. RSE lessons will be differentiated by PSHE teaching staff to ensure that all learners can access and benefit from the RSE curriculum. Advice and guidance will be taken by the PSHE lead from the SENCO on how best to ensure SEND students are able to access the curriculum. Staff should use the OAIP adaptive teaching strategies as set out in teacher planners. All PSHE teaching staff should use an annotated seating plan to inform teaching and planning to meet student need.

5.6. A strong emphasis is placed on the development of social and communication skills, this often allows students with literacy needs to be successful through verbal input.

5.7. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our college values.

5.8. Knowledge Organisers continue to be developed to embed knowledge of key terms and concepts and create opportunities for spaced retrieval practices.

5.9. At the end of each unit, all students complete a quiz to assess their understanding of the key terms vocabulary for that unit.

## 6. Monitoring, Reporting and Evaluation

- 6.1. Teachers will critically reflect on their work in delivering RSE through discussion in departmental meetings and as part of the annual curriculum review of PSHE.
- 6.2. Students will have opportunities to review and reflect on their learning during lessons when completing their PSHE end of unit assessments.
- 6.3. Students will have the opportunity to evaluate and reflect on the RSE provision via the student voice feedback opportunity in lessons and where appropriate using google forms.
- 6.4. The delivery of RSE is monitored by Lorien Joyce as follows:
  - PSHE department meetings – review and QA of lessons and resources
  - Learning walks
  - Book reviews
  - Lesson observations
  - Student evaluation
  - Students' development in RSE is monitored by class teachers using end of unit reviews.
- 6.5. 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 Principal 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.

## 7. Safe and Effective Practice

- 7.1. We will ensure a safe learning environment by consistently applying the Ground Rules established in collaboration with students in PSHE lessons. These will be underpinned by our commitment to upholding the UNCRC articles as befits a Rights Respecting School (RRS). (*UNCRC: The United Nations Convention on the Rights of the Child is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities*).
- 7.2. Distancing techniques such as; case studies and examples, are used to limit the distress that may be caused to students who are personally affected by the topics covered.
- 7.3. Students' questions will be answered by PSHE teachers in a sensitive and honest manner, where the teacher feels unable to answer the question, they will refer the student to the PSHE lead or to signposted to an appropriate source of support.
- 7.4. Students are signposted to areas for support at the end of every lesson this includes where to seek further support in school and online
- 7.5. Students can report concerns and pose questions online via WHISPER
- 7.6. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.
- 7.7. All staff teaching RSE will be given training and will be supported by the PSHE lead, the college Designated Safeguarding Lead.

## **8. Safeguarding**

- 8.1. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- 8.2. All RSE teaching staff will receive training and support for the delivery of RSE.
- 8.3. Teachers will consult with the designated safeguarding lead, in their absence their deputy.
- 8.4. Visitors/external agencies who support the delivery of RSE will be required to sign in have an up-to-date DBS, will not be left alone with students and report any disclosures to the DSL or PSHE Lead.

## **9. Engaging stakeholders**

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

### **9.2. Parents and carers**

- Parents have had the opportunity to take part in a consultation of the proposed RSE curriculum. The policy will be available to parents via the College website.
- We will continue to provide parents with an opportunity to offer feedback on RSE provision via annual parent forums on PSHE and RSHE.
- We will notify parents and carers when Relationships and Sex Education is to be provided either, as part of the PSHE programme or via standalone sessions. This information will be communicated to all parents and carers of students involved via email, letter, school Facebook page or website.

### **9.3. 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.

### **9.4. Students**

The school council, sixth form leadership team, the equality and diversity group, anti-bullying group and students form across year groups are consulted and involved in the curriculum planning and design including lesson content. This is an ongoing process.

### **9.5. Staff consultation**

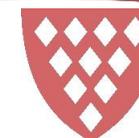
- All school staff were involved in the RSE consultation process. The proposed curriculum was given to Team Leaders to share with their departments so that staff could have the opportunity to make recommendations or provide feedback on the curriculum.

### **9.6. Governing body**

Ratification – once amendments were made, the policy was shared with governors and ratified.

## **10. RSHE Policy Review Date**

- 10.1. This policy will be reviewed by the PSHE lead and Governors regularly and in June 2023 at the latest.
- 10.2. This will ensure that Kingsbridge Community College is continuing to meet the government guidance and ensure that students have access to high quality learning and teaching in RSHE.



	Health and Well-being	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World
<b>Year 7</b>	<p><u>How do we show respect to others at KCC through our school ethos</u></p> <ul style="list-style-type: none"> <li>• Transition to secondary school</li> <li>• RRS school and British values</li> <li>• How to challenge prejudice, stereotypes and discrimination</li> <li>• Characteristics under the 2010 Equality Act sex, gender, race, religion, sexual orientation and disability)</li> <li>• The characteristics of positive relationships, trust, respect, honesty, kindness</li> <li>• Connection to others and being part of a community – link to happiness and wellbeing</li> <li>• Where to seek further support</li> </ul>	<p><u>How can we look after our mental well-being?</u></p> <ul style="list-style-type: none"> <li>• Ways to look after our mental well -being, including the Early Help 4 Mental Health 10 a day</li> <li>• Ways to manage peer pressure, boundary setting, build self-esteem and develop assertiveness</li> <li>• Identifying the signs and effects of all types of bullying, including both on and offline</li> <li>• How to respond to bullying of any kind, including online</li> <li>• The potential impact of social media use on well-being</li> <li>• How to support others</li> </ul>	<p><u>What are my aspirations?</u></p> <ul style="list-style-type: none"> <li>• Introduction to careers Raising aspirations</li> <li>• Linking careers to personal values and motivating factors</li> <li>• Describe self and strengths</li> <li>• Focus on the positive aspects of your wellbeing, progress and achievements and identify how to improve</li> <li>• Describe a range of careers</li> <li>• Challenging career stereotypes</li> </ul>	<p><u>How can we keep ourselves healthy?</u></p> <ul style="list-style-type: none"> <li>• Healthy routines –5 ways to well -being looking after yourself</li> <li>• How to recognise and talk about a range of emotions</li> <li>• personal hygiene</li> <li>• How germs are spread – viruses</li> <li>• Dental health</li> <li>• Diet and exercise</li> <li>• First aid</li> <li>• Adolescence (puberty recap from the science curriculum) and the teenage brain</li> </ul>	<p><u>How can we develop positive and respectful relationships?</u></p> <ul style="list-style-type: none"> <li>• How to identify healthy and unhealthy relationship features</li> <li>• How to develop assertiveness and set healthy boundaries</li> <li>• Identify what is meant by the terms consent and non- consent</li> <li>• How to recognise the signs, verbal and non-verbal of consent and non- consent</li> </ul>	<p><u>How can we develop digital literacy?</u></p> <ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online</li> <li>• Identifying unrealistic expectations for body image or how people may curate a specific image of their life online</li> <li>• How advertising and information is targeted and how to be a discerning consumer of information online</li> <li>• How to identify trusted sources of information and recognize fake news</li> <li>• Staying safe online: recognising fraud and financial risk</li> </ul>



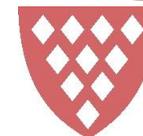
	Health and Well-being	Relationships	Health and Well-being	Living in the Wider World	Relationships	Living in the Wider World
<b>Year 8</b>	<p><u>How can I look after my emotional wellbeing?</u></p> <ul style="list-style-type: none"> <li>• The teenage brain</li> <li>• How to identify and develop positive coping strategies</li> <li>• How to build resilience</li> <li>• Ways to look after our mental well-being, including the Early Help 4 Mental Health 10 a day</li> <li>• How to recognise early signs of mental health concerns</li> <li>• Where to seek support</li> </ul>	<p><u>How can we manage change in the teenage years and beyond?</u></p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the implications for emotional and physical health</li> <li>• The roles and responsibilities of parents</li> <li>• How to maintain positive relationships in the home</li> <li>• Conflict resolution</li> <li>• How to manage change including relationship breakdown, separation and divorce how to access support services</li> <li>• How to determine when a family relationship is unsafe</li> <li>• FGM- How to seek help, and report concerns for others</li> </ul>	<p><u>How can I make good choices and look after my mental and physical health?</u></p> <ul style="list-style-type: none"> <li>• The Teenage Brain and risk</li> <li>• UK law and how it seeks to protect young people</li> <li>• Legal and illegal drugs</li> <li>• Things that can affect our physical and mental health eg. alcohol, smoking, vaping</li> <li>• Alcohol and drug misuse and pressures relating to drug use</li> <li>• First aid and CPR</li> </ul>	<p><u>How can social media impact well-being in modern society?</u></p> <ul style="list-style-type: none"> <li>• To identify key influences and role models</li> <li>• To explore how online personal brands are curated</li> <li>• To evaluate the influence of social media</li> <li>• To identify how to determine whether sources of information are trustworthy, to include use of AI</li> <li>• To explore the positive impact of social media and the internet on wellbeing</li> <li>• To explore the negative impact of social media on wellbeing</li> <li>• To identify how echo chambers can influence social media users</li> <li>• To develop critical thinking skills online To recognise the signs of grooming, radicalisation and extremism</li> </ul>	<p><u>How can we develop healthy and respectful relationships?</u></p> <ul style="list-style-type: none"> <li>• What are the features of a healthy relationship?</li> <li>• How to identify unhealthy relationships</li> <li>• Recognising the importance of setting boundaries for ourselves</li> <li>• Understanding how to develop good self-esteem and identify what might impact this</li> <li>• Be able to recognise and challenge media stereotypes that might impact our expectations of relationships</li> <li>• Identify the laws that keep us safe – consent, non- consent</li> <li>• The laws on sexting</li> <li>• The impact of viewing harmful content</li> </ul>	<p><u>How can I plan for my future?</u></p> <ul style="list-style-type: none"> <li>• Identify personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services</li> <li>• Identify qualities needed for school and beyond eg. world of work through activities/experiences to develop and put into practice</li> <li>• teamwork and enterprise skills</li> </ul>



	<u>Relationships</u>	<u>Living in the wider world</u>	<u>Living in the Wider World</u>	<u>Health and Well-being</u>	<u>Living in the world</u>	<u>Health and well-being and relationships</u>
<b>Year 9</b>	<p><u>How can we identify harmful and exploitative relationships?</u></p> <ul style="list-style-type: none"> <li>To recognise that some types of behaviour in relationships are unsafe or criminal, including violent behaviour and coercive control (CSE)</li> <li>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment</li> <li>The impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>How drugs and alcohol affect decision making</li> <li>The implications of carrying a knife, knife crime and the law</li> <li>Identify a range of exit strategies for pressurised or dangerous situations</li> </ul>	<p><u>How can I make good financial choices and identify risk?</u></p> <ul style="list-style-type: none"> <li>What is financial education?</li> <li>Understanding financial literacy</li> <li>Saving</li> <li>Budgeting</li> <li>To identify the impact of financial decisions, debt, gambling on individuals, families and communities</li> <li>To know the risks related to online gambling and the accumulation of debt</li> <li>To recognise the impact of advertising on financial choices of individuals</li> <li>To learn how to protect individuals financially safety online: recognising fraud and financial risk, including money mules</li> <li>Reporting and finding support for harmful online behaviours</li> </ul>	<p><u>Which career might be right for me?</u></p> <ul style="list-style-type: none"> <li>Understanding careers and future aspirations</li> <li>Identifying learning strengths and setting goals</li> <li>Identify and systematically explore the options open to you at a key decision point (options choices)</li> <li>Research and know how to access sources of support for making next step choices</li> <li>Develop knowledge of the local, national and global labour market and the jobs of the future</li> <li>Identify a range of careers that align with individual skills, and interests</li> <li>Explore the qualifications and routes to a range of careers</li> <li>Identify how to be well-prepared for transition into KS4</li> </ul>	<p><u>How can I look after my mental health?</u></p> <ul style="list-style-type: none"> <li>Identifying signs of mental health and ill health</li> <li>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</li> <li>Manage well-being – review of healthy coping strategies</li> <li>Identifying unhealthy coping strategies</li> <li>Identify how substance misuse can impact decision making</li> <li>Recognising signs of wellbeing concerns, stigma and signposting help</li> <li>Recognising signs of mental illness</li> <li>Seeking support</li> <li>First Aid and CPR</li> </ul>	<p><u>How can we develop our Understanding of the Law, Democracy, and the Modern World</u></p> <ul style="list-style-type: none"> <li>What is the Law and Why Do We Have It?</li> <li>Democracy and How the UK is Governed</li> <li>The Role of Local Government</li> <li>Critical Thinking and Information Online</li> <li>Fake News, AI, and the Digital World</li> <li>Political Influence and Persuasion</li> <li>Global Politics and the UK's Role in the World</li> </ul>	<p><u>How to develop respectful intimate relationships</u></p> <ul style="list-style-type: none"> <li>Identifying the importance of self-esteem, assertive communication and boundary setting in intimate relationships</li> <li>Revisit the laws about consent to include sexual harassment and sexual violence and why these are always unacceptable</li> <li>To identify how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>To revisit the laws on sending, sharing or passing on sexual images</li> <li>Be able to identify where and when to seek support</li> <li>To recognise that all aspects of health can be impacted by choices made in relation to sex and relationships</li> <li>To identify a range of contraceptive methods that prevent against unplanned pregnancy and STI'S</li> <li>To evaluate the effectiveness of a range of contraception</li> <li>To identify how to correctly use a range of contraceptives</li> </ul>

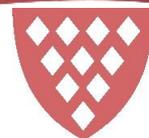


	Relationships	Health and Well-being	Relationships	Living in the Wider World	Health and Well-being
<b>Year 10</b>	<p><u>How do I look after my wellbeing in relationships?</u></p> <ul style="list-style-type: none"> <li>Identifying and managing sexual pressure, including and understanding peer pressure, resisting pressure and not pressurising others</li> <li>To identify how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>To recognise that it is a personal choice to delay intimate relationships and how to develop intimacy without a sexual relationship</li> <li>To identify how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviour</li> </ul>	<p><u>How to look after our sexual health and well being</u></p> <ul style="list-style-type: none"> <li>To know how STIs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>The facts about the full range of contraceptive choices</li> <li>The facts around pregnancy including miscarriage</li> <li>That there are choices in relation to pregnancy where to seek support</li> <li>How to access confidential sexual and reproductive health advice and treatment</li> </ul>	<p><u>How can I navigate relationship challenges now and in the future?</u></p> <ul style="list-style-type: none"> <li>The positive and negative aspects of intimate relationships that can impact on current and future relationships</li> <li>Coping with relationship changes – practical steps to improve and support respectful relationships</li> <li>How to manage break ups and managing conflict in relationships</li> <li>The laws on sexual harassment, coercion, intimate partner violence, sexual exploitation, grooming and consent</li> </ul>	<p><u>How can I identify a career path in a changing employment world?</u></p> <ul style="list-style-type: none"> <li>Make links between values and career choices</li> <li>Explore unifrog as a tool to make future pathway decisions</li> <li>Consider a range of next steps for post 16 education; A levels, T levels, B tech qualifications and Apprenticeships</li> <li>To identify how work and working life is changing and how this may impact people's career satisfaction</li> <li>To be able to find relevant labour market information (LMI) and know how to use it in career planning</li> </ul>	<p><u>How can I look after my mental health?</u></p> <ul style="list-style-type: none"> <li>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</li> <li>Reframing negative thinking</li> <li>Manage well-being – review of healthy coping strategies</li> <li>Recognising signs of wellbeing concerns, stigma and signposting help</li> <li>Recognising signs of mental illness</li> <li>Healthy vs unhealthy coping strategies</li> <li>Seeking support</li> <li>First Aid and CPR external agency training provider</li> </ul>



	Health and Well-being	Living in the Wider World	Relationships	Relationships	Living in the Wider World
Year 11	<p><u>How can I look after my well-being in year 11 and beyond</u></p> <ul style="list-style-type: none"> <li>Identifying Maslow's hierarchy of needs and how we can use this to recognise the impact of unmet needs</li> <li>Identifying possible causes and nature of stress in young adults</li> <li>stress management strategies, including maintaining health sleep habits</li> <li>Be able to identify and know where to seek support for unhealthy coping strategies (including substance misuse and addiction)</li> </ul>	<p><u>What are my next steps?</u></p> <ul style="list-style-type: none"> <li>To understand the college application process</li> <li>To identify and evaluate a range of post 16 pathways</li> <li>To research a range of education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</li> <li>To identify a range of post 16 course providers</li> </ul>	<p><u>How to seek support for relationship challenges</u></p> <ul style="list-style-type: none"> <li>Coping with relationship changes</li> <li>How to handle unwanted attention, harassment and stalking, including online</li> <li>To identify how to seek support for unwanted and unacceptable behaviour on and off- line</li> <li>Where to seek support for unhealthy, exploitative and abusive relationships</li> <li>Strategies to overcome challenges in seeking support</li> <li>Choosing when to have a family; knowing this is a choice</li> <li>Pregnancy choices for unplanned pregnancies</li> <li>Fertility</li> <li>Miscarriage and its effects on well being</li> </ul>	<p><u>How to look after my physical health now and in the future</u></p> <ul style="list-style-type: none"> <li>Responsible health choices, and safety in independent contexts first aid and CPR</li> <li>The benefits of self - examination and screening</li> <li>The purpose of blood, organ and stem cell donation</li> <li>*Physical and mental impact of menstrual cycle</li> <li>Gynaecological health (including endometriosis/menopause), wellbeing and links to Menopause and impact</li> </ul> <p>*Review questions based on content covered in the Science curriculum</p>	<p><u>What are my employment rights now and in the future?</u></p> <ul style="list-style-type: none"> <li>Gain knowledge about: Pay slips, taxes, loans</li> <li>To know how to develop good financial habits, budgeting, saving and responsible spending</li> <li>To revisit the dangers of online gambling</li> <li>To gain awareness of accumulation of debt and the impact of this on personal finances</li> <li>To recognise British Values in the workplace, school and our wider community</li> <li>To identify the law on the protected characteristics in school, the workplace and the wider community</li> </ul>

# Appendix 3: Parent form: withdrawal from sex education within RSE



## TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	

### Reason for withdrawing from sex education within relationships and sex education

### Any other information you would like the school to consider

Parent signature	
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## TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	