



## WESTMINSTER UNDER SCHOOL

### Relationships and Sex Education Policy

**This policy also applies to the Early Years Foundation Stage**

<b>Written by:</b>	HW
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# Contents

<b>Aims .....</b>	<b>2</b>
Statutory requirements .....	4
Policy development.....	4
Definition .....	4
Curriculum .....	4
Delivery of RSE .....	5
Roles and responsibilities .....	6
The Governing Body.....	6
The Master .....	6
Specialist Staff teaching RSE .....	6
Pupils .....	7
Pupils with Special Educational Needs.....	7
Parents’ Right to Withdraw .....	7
Training.....	8
Monitoring arrangements.....	8
Appendix 1 – PSHE Curriculum Map .....	10
Appendix 2 – Topic Overview of the PSHE curriculum Lent Term (Relationship Education and RSE).....	12
Appendix 3 – Request for Withdrawal in Years 6 – 8.....	18

## **Aims**

This policy is written in line with statutory RSHE guidance (DfE, 2025), the Equality Act (2010), and the ISI Framework (2025). It outlines how Westminster Under School delivers Relationships and Sex Education (RSE) as part of its PSHE programme.

Relationship and Sex Education is a key part of the PSHE curriculum. It aims to equip children and young people with the information, skills, positive values and mindsets to have safe, fulfilling relationships, to respect diversity and, when they are older, to enjoy their sexuality and to take responsibility for their sexual health and well-being. These are all life-long goals to be nurtured from an early stage. Relationship and Sex Education should be taught in a way

that proactively fosters values, attitudes and behaviours in line with the Equalities Act 2010. Teaching is factual, inclusive, neutral on contested views and is explicitly mapped against the PSHE Association framework to ensure age-appropriate progression.

Teaching reflects the Equality Act 2010 and ensures pupils understand and respect protected characteristics. Inclusivity, respect for diversity and age-appropriate content are central to RSE lessons, helping to create a safe and supportive learning environment. Promoting healthy relationships, and equipping pupils with the knowledge and skills they need to navigate the complexities of their social and personal lives effectively.

Prior to pupils moving onto their senior schools, we aim to give them knowledge, confidence and self-esteem about this topic, supported by valuable, accurate and factual information to enable them to make informed and safe choices later in life. We strive to help pupils develop feelings of self-respect, confidence and empathy within all their relationships. We aim to recreate a positive culture around issues of sexuality... and relationships and ensure pupils will use the correct vocabulary to describe themselves and their bodies.

During RSE lessons specifically, pupils are encouraged to question and seek clarification, and every possible care is given to provide them with appropriate, sensitive and informed answers. We ensure a safe learning environment where clear ground rules are set, prior to RSE topics being taught, and any pupil questions are answered in a sensitive and age-appropriate manner. Sensitive issues can arise and these will be handled by the class teacher but can be referred to Head of PSHE if necessary. Additionally, pupils can raise anonymous questions or comments in a private manner using the Question Box left in the classroom.

Teachers are aware that effective RSE can bring an increased understanding of what is and is not appropriate in a relationship. This can then bring disclosures which may require follow up with the DSL as documented in the Safeguarding Policy. The Head of PSHE is a Deputy Designated Safeguarding Lead. All RSE staff are trained to recognise and report safeguarding disclosures promptly in line with KCSIE and the school's Safeguarding Policy. RSE therefore contributes to the school's safeguarding responsibilities by helping pupils understand consent, personal boundaries and how to seek help if they feel unsafe.

WUS views the partnership of home and school as vital in providing this for our children in a proper context, with continuity and with full agreement. Parents are informed of the topics their children will be learning about at the start of each term, to further the opportunity for discussion at home. Relationship and Sex Education in school is part of a lifelong learning process of physical, moral and emotional development which recognises and accepts that people can be different. We continue to be committed to delivering this subject area within a sensitive and safe environment allowing and enabling our pupils to develop their own ideas and opinions.

As Westminster Under School moves towards a co-educational model, Relationships and Sex Education supports pupils in developing respectful and positive relationships between boys and

girls. Teaching encourages empathy, mutual respect and an understanding of equality so that all pupils feel valued and included within the school community.

## **Statutory requirements**

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationship and sex education (in secondary schools). Since these statutory requirements were published, we have reviewed our existing practice and updated our policies to encompass what is required now by law. The PSHE Scheme of Work has been updated and amended accordingly and Lent Term is now dedicated to the teaching of Relationships and RSE in every year group at School. The biological elements are covered mainly by the Science Department running parallel to, and supported by, the relationship topics within the year groups.

## **Policy development**

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

- Review – the Head of PSHE pulled together all relevant information including relevant national and local guidance from the PSHE Association and has re-written the Schemes of Work and this policy based on the guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent consultation – parents have been informed about the curriculum content the pupils will cover via a parent talk and the policy is accessible to them at request, as well as being on the Policy page of the School website. The policy was shared in our weekly newsletter, Acta Adriana, during the review process and parents are given the opportunity to contact the Head of PSHE with any questions or reflections.
- Ratification – once amendments are made, the policy is shared with the Education Committee of the Governing Body and ratified

## **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.

## **Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will, as far as possible, respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

Curriculum content has been strengthened to reflect statutory RSHE 2025 requirements, including teaching about online harms, consent and healthy relationships, and age-appropriate mental health education. Teaching about gender identity and sexual orientation is presented factually and within the law, avoiding ideology.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum. The Lent Term is dedicated to the topic of Relationships in every year group. All pupils have a weekly 35-minute lesson dedicated to the learning and understanding of such important topics, taught by trained subject specialist teachers within the School. Pupils in Year 8 also receive stand-alone sex education sessions delivered by a trained health professional and external speakers. Teaching also supports pupils in understanding how to build respectful friendships and relationships between boys and girls, recognising equality, personal boundaries and mutual respect.

In the Early Years Foundation Stage, the foundations of Relationships Education are developed through the Early Years Foundation Stage Statutory Framework. Children learn about kindness, friendships, respecting others, and managing their feelings through Personal, Social and Emotional Development. Teaching is age-appropriate and focuses on building secure relationships, understanding emotions, and developing positive social behaviours.

Relationship education in **Years 3 – 5** focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

RSE in **Years 6 – 8** 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

More detailed information about the School's RSE curriculum is in Appendices 1 and 2.

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

Teachers establish clear ground rules and use anonymous question strategies (such as a 'question box') when discussing sensitive issues, safeguarding pupils and ensuring all voices are respected. External visitors and resources are carefully vetted and pre-screened to ensure accuracy, inclusivity and age-appropriateness.

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body will scrutinise the RSE Policy, approving it if appropriate, as well as monitoring its implementation.

### **The Master**

The Master and the Head of PSHE are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8)

### **Specialist Staff teaching RSE**

Specialist 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/non-science components of RSE

Only staff who feel confident about teaching RSE are teaching PSHE lessons across the school. All staff who teach RSE receive appropriate training from the Head of PSHE and any staff who have concerns about teaching RSE are encouraged to discuss this with the Head of PSHE in the first instance.

## **Pupils**

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

## **Pupils with Special Educational Needs**

Relationship Education and RSE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs. Our lessons will be differentiated and personalised acting as the starting point to ensure accessibility. Adaptations are made for pupils with neurodiverse profiles, EAL and EHCPs to ensure full access and understanding of the curriculum.

We ensure that lessons and resources are delivered in a way that they can understand and yet still cover the content that would be appropriate for their age and bodies.

The importance of clear language is extremely important. We avoid using metaphors and euphemisms that could cause confusion and we avoid generalisation – statements such as “touching yourself in private is okay” may be difficult to interpret. Teachers ensure they are specific, for example, “in your bedroom, when alone” or even have visuals to help aid understanding.

The social side of RSE can be hard for these pupils. They may not understand social signals in the same way as others. We use various approaches to aid pupils in understanding the topics, such as role play, discussions using sentence starters and scripts, using actual examples in films, use of visuals.

For pupils with, e.g., ASD traits, we run Social Stories groups led by the Head of Learning Development and Head of PSHE.

## **Parents’ Right to Withdraw**

As with all subjects, parents are provided with termly curriculum overviews and consulted on significant updates to the RSE curriculum. They may view resources in advance on request.

Withdrawal rights apply only to non-statutory sex education, not to relationships or health education.

### **In Years 3 – 5:**

Parents do not have the right to withdraw their children from relationships education.

### **In Years 6 – 8:**

Parents have the right to withdraw their children from components of sex education within RSE up to and until three terms before the child turns 16.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Master and Head of PSHE.

A copy of withdrawal requests will be placed in the pupil's educational record. The Master and Head of PSHE will discuss the request with parents and take appropriate action. The parent will meet with both members of staff and time will be spent showing them the resources and lesson plans for the RSE lessons causing concern in hope that the parents will see the benefit in such topics being delivered in a monitored and controlled environment. Alternative work will be given to pupils whose parents still wish them to be withdrawn from sex education.

## **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 Head of PSHE 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.

All PSHE staff also complete annual safeguarding training with specific updates on RSHE statutory requirements and digital harms.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Head of PSHE. Monitoring arrangements involve:

- lesson observations
- overseeing that the lessons are being accurately documented in the PSHE class sketchbook (Years 3 – 6)
- In Years 7 – 8, sketchbooks have been replaced by a baseline assessment at the start of term and then similar questions are repeated at the end of term. The pupils complete the assessment online via Microsoft Forms and then the results are stored online allowing the teacher to compare the results at the start of the term with those at the end. This is a useful tool in both monitoring development and in adjusting lesson plans in order to focus on areas which need more time or explanation.

- witnessing progression from baseline assessments to ensure that learning is taking place
- ensuring all staff are undertaking relevant RSE training
- actioning parent and pupil questionnaires to monitor their thoughts on recent changes made. This is set to take place in Lent Term 2025
- Findings from assessments, questionnaires, and pupil voice are reported annually to the Senior Management Team and members of the Governing Body and used to shape CPD and curriculum development.

This policy will be reviewed by the Head of PSHE annually. At every major review, the policy will be approved by the Governing Body and the Master.

## Appendix 1 – PSHE Curriculum Map

	Play Term – Health and Wellbeing			Lent Term – Relationships			Election Term – Living in the Wider World		
	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy & digital resilience	Money and work
Year 3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	What makes a family, features of a family	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Year 4	Maintaining a balanced lifestyle; oral and dental hygiene	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing differences sensitively	What makes a community; shared responsibilities	How data is shared	Making decisions about money; using and keeping money safe
Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Managing friendship and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes

Year 6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
Year 7	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Diversity Diversity, prejudice and bullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Financial decision making Saving, borrowing, budgeting and making financial choices			
Year 8	Emotional wellbeing Mental health and emotional wellbeing, stress, sleep	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks			

## Appendix 2 – Topic Overview of the PSHE curriculum Lent Term (Relationship Education and RSE)

YEAR 3	
Topic- Relationships	In this unit of work, students learn...
<b>Families and friendships</b> <ul style="list-style-type: none"> <li>• What makes a family</li> <li>• features of family life</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>
<b>Safe relationships</b> <ul style="list-style-type: none"> <li>• Personal boundaries</li> <li>• safely responding to others</li> <li>• the impact of hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>
<b>Respecting ourselves and others</b> <ul style="list-style-type: none"> <li>• Recognising respectful behaviour</li> <li>• The importance of self respect</li> <li>• Courtesy and being polite</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>

YEAR 4	
<p><b>Families and friendships</b></p> <p>Positive friendships, including online</p>	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>
<p><b>Safe relationships</b></p> <p>Responding to hurtful behaviour managing confidentiality recognising risks online</p>	<ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>
<p><b>Respecting ourselves and others</b></p> <p>Respecting differences and similarities discussing difference sensitively</p>	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>

**YEAR 5****Families and friendships**

Managing friendships and peer influence

- what makes a healthy friendship and how they make people feel included
- strategies to help someone feel included
- about peer influence and how it can make people feel or behave
- the impact of the need for peer approval in different situations, including online
- strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
- that it is common for friendships to experience challenges
- strategies to positively resolve disputes and reconcile differences in friendships
- that friendships can change over time and the benefits of having new and different; types of friends
- how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- when and how to seek support in relation to friendships

**Safe relationships**

Physical contact and feeling safe

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to ask for, give and not give permission for physical contact
- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact

**Respecting ourselves and others**

Responding respectfully to a wide range of people; recognising prejudice and discrimination

- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
- the impact of discrimination on individuals, groups and wider society
- ways to safely challenge discrimination
- how to report discrimination online

**YEAR 6****Families and friendships**

Attraction to others; romantic relationships; civil partnership and marriage

- what it means to be attracted to someone and different kinds of loving relationships
- that people who love each other can be of any gender, ethnicity or faith
- the difference between gender identity and sexual orientation and everyone's right to be loved
- about the qualities of healthy relationships that help individuals flourish
- ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- that people have the right to choose whom they marry or whether to get married
- that to force anyone into marriage is illegal
- how and where to report forced marriage or ask for help if they are worried
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

**Safe relationships**

Recognising and managing pressure; consent in different situations

- to compare the features of a healthy and unhealthy friendship
- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- strategies to respond to pressure from friends including online
- how to assess the risk of different online 'challenges' and 'dares'
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- how to get advice and report concerns about personal safety, including online
- what consent means and how to seek and give/not give permission in different situations

**Respecting ourselves and others**

Expressing opinions and respecting other points of view, including discussing topical issues

- about the link between values and behaviour and how to be a positive role model
- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

**YEAR 7**

**Diversity**

Diversity, prejudice, and bullying

- about identity, rights and responsibilities
- about living in a diverse society
- how to challenge prejudice, stereotypes and discrimination
- the signs and effects of all types of bullying, including online
- how to respond to bullying of any kind, including online
- how to support others
- about FGM and how to access help and support

**Building relationships**

Self-worth, romance and friendships (including online) and relationship boundaries

- how to develop self-worth and self-efficacy
- Body confidence and how bodies are portrayed in the media
- about qualities and behaviours relating to different types of positive relationships
- how to recognise unhealthy relationships
- how to recognise and challenge media stereotypes
- how to evaluate expectations for romantic relationships
- how to recognise and respond to inappropriate and unwanted contact
- about consent, and how to seek and assertively communicate consent

**YEAR 8**

<p><b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>
<p><b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• portrayal of sex in the media</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and the pill</li> </ul>

## Appendix 3 – Request for Withdrawal in Years 6 – 8

### To be completed by Parents

Name of Child		Form	
Name of Parent(s)		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			