



Nailsea School
& Sixth Form

Nailsea School

The ABSolute Curriculum Policy (Relationships and Sex Education)

Approval Date: September 2024

Review Date: September 2025

Headteacher Mrs D. Elliott



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1. Personal Development at Nailsea School

At Nailsea School, we believe that a truly successful education goes beyond just academic achievements. Our goal is to prepare our students not just for exams, but for life. We focus on two equally important aspects of our student's development:

Academic Success: Acquiring Knowledge and Qualifications.

These academic qualifications open doors to further education and career opportunities. They provide our students with the knowledge and credentials needed to pursue their ambitions, whether that's university, apprenticeships, or entering the workforce.

Personal Development: Preparing our students for Life in Modern Britain.

Equally important is our focus on personal development. We aim to equip our students with the skills and attributes needed to thrive in the wider world: These skills and attributes are crucial for navigating adult life successfully. They help them make informed decisions, build positive relationships, stay safe, and become an active, responsible citizen in our diverse society.

Personal Development at Nailsea School plays a vital role in helping our students embody our school ethos:

Aspire: Through careers guidance, student leadership opportunities, and enrichment clubs, we encourage students to aspire to their full potential.	Believe: Character development, mentoring, and spiritual, moral, social, and cultural (SMSC) development foster self-belief and confidence.	Succeed: Our comprehensive approach equips students with the skills and knowledge to succeed in school and beyond.
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Personal Development at Nailsea School includes:

- The ABSolute Curriculum
- Careers Education
- Teaching of British Values, equality, diversity and protected characteristics and Spiritual, moral, social, and cultural development (SMSC)
- Tutor Time Programme
- House System
- House Assemblies
- House Charity Days
- Sports Day
- Character Development
- Student Leadership
- School Council
- Reading initiatives Inc. reading mentors
- Mentoring
- Student Groups e.g., LGBT
- Enrichment Clubs and trips
- School Concerts



2. The ABSolute Curriculum

The ABSolute (aspire, believe, succeed) Curriculum represents a broad personal development curriculum that extends beyond traditional subjects.

The ABSolute Curriculum ensures that our students acquire essential life skills to foster healthy personal relationships and make informed decisions. Additionally, the ABSolute Curriculum delves into topics such as finance, character development, and the understanding of diverse communities.

This empowers students to navigate the complexities of adulthood with confidence and competence.

Furthermore, the ABSolute Curriculum places a strong emphasis on the promotion of British Values and Spiritual, Moral, Social, and Cultural (SMSC) development, fostering a sense of social responsibility, inclusivity, and respect among our student body.

Aims of the ABSolute Curriculum



1. Support well-being and personal development: Promote students' overall well-being, including their emotional, mental, and physical health, while nurturing their personal growth and self-awareness.
2. Transform relationships and social skills: Develop students' ability to form and maintain positive relationships, fostering empathy, respect, effective communication, and social cooperation.
3. Encourage ethical and moral understanding: Cultivate students' understanding of ethical principles and moral decision-making, encouraging them to consider the consequences of their actions and develop a strong moral compass.
4. Promote cultural appreciation and tolerance: Foster an appreciation of cultural diversity, promoting respect, understanding, and tolerance for different beliefs, cultures, and backgrounds.
5. Stimulate citizenship and critical thinking: Equip students with the skills to engage as responsible citizens, encouraging critical thinking, independent thought, and the ability to navigate societal challenges with a sense of social responsibility.



How is the ABSolute Curriculum delivered?

ABSolute Curriculum

ABSolute Extended Tutor Time

PSHE Lessons

ABSolute Assemblies

ABSolute Themes

<p>Every student in Years 7-11 at Nailsea School has an ABSolute extended tutor time (ETT) session every week. This is taught in year groups. ABSolute ETT covers the main statutory areas of personal development including:</p> <ul style="list-style-type: none">Relationships, Sex and Health Education (RSHE)Personal, Social, Health and Economic education (PSHE)CitizenshipSpiritual, moral, social and cultural development (SMSC)Contributions to British Values	<p>Every student in Years 7-9 at Nailsea School has a timetabled PSHE lesson taught by specialist teachers once a fortnight. This covers much of the specialist content required to be delivered e.g., Drugs and Alcohol Education. PSHE lessons covers the main statutory areas of personal development including:</p> <ul style="list-style-type: none">Relationships, Sex and Health Education (RSHE)Personal, Social, Health and Economic education (PSHE)CitizenshipSpiritual, moral, social and cultural development (SMSC)Contributions to British Values	<p>Every student in Years 7-11 at Nailsea School has a 30-minute assembly each week in their house. There are different speakers each week including guest speakers, where appropriate. House assembly days:</p> <ul style="list-style-type: none">• Griffin - Monday• Dragon - Wednesday• Unicorn - Thursday• Phoenix - Friday <p>Some examples of assembly topics include:</p> <ul style="list-style-type: none">• Anti-bullying• Inter-faith week• British values• Holocaust Memorial Day• LGBT month.	<p>These themes are covered in our assemblies led by tutor groups (tutor and students)</p> <ul style="list-style-type: none">• Theme 1: Aspire• Theme 2: Believe• Theme 3: Succeed• Theme 4: Ambition• Theme 5: Respect• Theme 6: Kindness• Theme 7: Pride• Theme 8: Community & British Values
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3. Relationships and Sex Education Policy

Aims

The aims of relationships and sex education (RSE) and health education at Nailsea 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. This enables pupils to make informed choices in the future.

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.

It is also our intention to teach core elements of RSE within the context of our core ethos: Aspire, Believe, and Succeed.

The purpose of this policy is to describe the ethos and scope of RSE at Nailsea School. To clarify the roles and responsibilities of staff in the delivery of RSE.

Statutory requirements

As a secondary academy school, we must provide RSE to all pupils (including Sixth Formers) following the statutory requirement for all secondary schools to deliver this from September 2020. See the following link for the full guidance: [RSE Guidance](#).

At Nailsea School, we teach RSE as set out in this policy.

Policy Development

This policy has been developed over time and as a result of consultation with staff, pupils and parents. The original consultation and policy development process involved the following steps:

Review: The ABSolute Curriculum Coordinator pulled together all relevant information including relevant national and local guidance.

Staff consultation: all school staff were given the opportunity to view the policy and make recommendations.

Parent/stakeholder consultation: parents and any interested parties were distributed a copy of the RSE policy (June 2021) and the ABSolute Curriculum learning journey. Parents and carers are updated regularly.

Pupil consultation: we investigated what exactly pupils want from their RSE.

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

Definition

Relationships, Sex and Health Education (RSE) is about the personal, emotional, social and cultural development of pupils.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity. RSE will be non-judgemental in approach and factual.

Students have the right to choose their own approach to sexuality and sexual behaviour as long as it is not to the detriment of others.

RSE is delivered through the ABSolute Curriculum extended tutor time, PSHE lessons, and through other curriculum areas with aspects covered in Religious Education, Science, ICT and Drama, for example.

Curriculum

The Department for Education's statutory RSE and Health Education guidance sets out what schools must cover. The statutory guidance is comprehensively covered by learning opportunities for each key stage in our ABSolute Curriculum programme (Years 7-11).



The ABSolute Curriculum programme also covers economic wellbeing as well as education for personal safety, including assessing and managing risk. The ABSolute Curriculum contributes to pupils' Spiritual, Moral, Social and Cultural development (SMSC) as well as meeting our obligations in promoting British Values at Nailsea School.

The ABSolute Curriculum includes the following topic areas:

- Growing Up
- Relationships
- Sex, Sexuality and Sexual Health
- Alcohol, tobacco and other drugs
- Emotional wellbeing and mental wellbeing
- Healthy lifestyle
- Risk and Safety
- E-Safety
- Identity
- Communities
- Money and me/Finance
- Citizenship

Our curriculum is available to view on our website, see appendix 1 for further details.

Delivery of RSE

RSE, SMSC and British Values are taught within our ABSolute Curriculum. The ABSolute Curriculum is delivered by a dedicated team of tutors in Extended Tutor Time and specialised teachers during PSHE lessons. However, aspects of RSE, SMSC and British Values are covered within the whole-school curriculum subjects, for example, biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all forms.

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). The ABSolute Curriculum Coordinator will ensure that the delivery of the content for RSE is made accessible to all students, including those with special educational needs and disabilities (SEND).

Roles and responsibilities

The Governing Board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation

The Headteacher

Overall responsibility of the quality of Personal Development across the school.

Provide time and support for Heads of House and ABSolute Curriculum Coordinator to fulfil their roles

Managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8) with the ABSolute Curriculum Coordinator

The ABSolute Curriculum Coordinator



Overseeing ABSolute curriculum and resources for years 7-11

Supporting Heads of House in their QA role, through scheduling of ETT learning walks throughout the year

Providing training/guidance on specialist personal development/PSHE/RSE content

Organisation of wider activities e.g. guest speakers and parent evenings to compliment work completed in the classroom and to support all stakeholders in understanding the importance of personal development

Quality assurance of extended tutor time activities across year 1

Managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8) with the Headteacher

Heads of House / Assistant Head of House

Quality assurance of tutor time activities to ensure consistency of experience for students across their House, promoting both the house and school ethos

Quality Assurance of extended tutor time activities within their assigned year group within the ABSolute Curriculum

Addressing any inconsistencies and, where appropriate, supporting staff within their teams to use strategies to improve

Ensuring students are provided with enrichment and leadership opportunities through a menu of house activities

Tutors / Teachers of ABSolute Curriculum

Adhere to tutor time programme as instructed by Heads of House

Adhere to extended tutor time programme of their given year group, as instructed by ABSolute Curriculum Coordinator

Welcoming an open-door policy within both tutor time and extended tutor time so that the quality assurance schedule is successfully followed, addressing any inconsistencies if identified

Attending any relevant meetings/training as required to improve understanding and delivery of the personal development curriculum

All form tutors are responsible for teaching RSE as part of the ABSolute Curriculum delivery in school

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

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

Pupils

Engage positively in the learning on offer

Actively participate in the learning on offer

Show engagement through written/spoken work

Demonstrate the importance of the ABSolute Curriculum by showing a love of learning about the world and their place in it.

Following the ABSolute Curriculum Ground Rules (listening to others, respecting privacy, no judgement and a right to pass)

Excellently behaved as expected in every other lesson

Treat others with respect and sensitivity

Demonstrate their awareness of our core values: Aspire, Believe, Succeed and our #TeamNailsea spirit.



Parents' right to withdraw (Sex Education only)

Parents have the right to withdraw their children from **certain components of sex education** within RSE (any aspects of Sex Education, other than those which are part of the science curriculum) 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.

The ABSolute Curriculum Coordinator will determine what constitutes Sex Education and what is separate from Relationships or Health Education. Parents are **not** able to withdraw their children from Relationships or Health Education.

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

A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher and ABSolute Curriculum Coordinator will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Topics taught as part of the ABSolute Curriculum and defined as Sex Education at Nailsea School are indicated below:

Intimate and sexual relationships, including sexual health	<p>Pupils should know...</p> <p>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. A pupil may be withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. A pupil may be withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex. A pupil may be withdrawn from this element of the guidance.</p> <p>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). Abortion is covered briefly in Science KS4 curriculum and in the RE year 11 curriculum – these sessions cannot be withdrawn from and therefore this section of the guidance cannot be withdrawn from.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. This section of the guidance crosses over with Health Education and the Science curriculum and can therefore not be withdrawn from.</p>
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Training

Where appropriate training will be arranged on aspects of the RSE curriculum for the ABSolute curriculum coordinator and staff through outside agencies and through our ongoing school Continued Professional Development (CPD) programme.

The ABSolute Curriculum Coordinator may also invite visitors from outside the school, such as guest speakers, nurses or sexual health professionals, to provide support and training to staff teaching RSE.



Monitoring of RSE

Monitoring of the ABSolute Curriculum, including RSE may involve:

Learning walks during extended tutor time or PSHE lessons

Student, staff and parent/carers surveys

Feedback from parents

Parent information evenings

Termly reviews

Annual review of the ABSolute curriculum

Pupils' development in RSE is monitored by class teachers as part of our whole-school feedback policy.

4. Review of this Policy

This policy will be reviewed annually. At every review, the policy will be approved by the schools Governing Board.

Nailsea School

Name	Mr J Boyce (Author)
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Position	ABSolute Coordinator
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Date	September 2024
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Signature	
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Local Partnership Board

Name	Sue Renny
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Position	Chair of Local Partnership Board
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Date	September 2024
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Signature	
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5. Appendix 1:

Personal Development Website Page:

Please visit our website, <https://www.nailseaschool.com/personal-development/> where you will find:

An overview of The ABSolute Curriculum.

Letter to Parents and Carers

KS3 and KS4 Learning Journey for ABSolute Extended Tutor Time

KS3 Learning Journey for PSHE lessons

Intent, Implementation and Impact of The ABSolute Curriculum

RSE Interleaving of topics (ensuring age-appropriate coverage of topics)

6. Appendix 2:

RSE Statutory Guidance

By the end of secondary school:

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

Families	<p>Pupils should know</p> <p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>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.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships.</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>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.</p>
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Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>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).</p> <p>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.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>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.</p>



Online and media	<p>Pupils should know</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>The impact of viewing harmful content.</p> <p>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.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p>
Being safe	<p>Pupils should know</p>

	<p>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.</p> <p>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).</p>
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Intimate and sexual relationships, including sexual health	<p>Pupils should know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>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.</p> <p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>The facts around pregnancy including miscarriage.</p> <p>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).</p> <p>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.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>
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Physical health and mental wellbeing: Secondary

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



Mental wellbeing	<p>Pupils should know</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others.</p> <p>How to recognise the early signs of mental wellbeing concerns.</p> <p>Common types of mental ill health (e.g. anxiety and depression).</p> <p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and

	<p>Information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none">• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</p> <p>About the science relating to blood, organ and stem cell donation.</p>



Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none">• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>The law relating to the supply and possession of illegal substances.</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency.</p> <p>Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>
Health and prevention	<p>Pupils should know</p> <p>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>(Late secondary) the benefits of regular self-examination and screening.</p>
	<p>The facts and science relating to immunisation and vaccination.</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>



Basic first aid	Pupils should know Basic treatment for common injuries. Life-saving skills, including how to administer CPR. The purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health.

7. Appendix 3:

Parent/carer form: withdrawal from sex education (as per point 8 of this policy)

Section A This form is to be completed by parent/carers. The request will then be discussed with parents/carers by the Headteacher and ABSolute Curriculum Coordinator. Please read section 8 of this policy before completing your request.			
Name of Child		Year Group/House	
Name of Parent		Date	
Reason for withdrawing from sex education within relationship and sex education:			
<p>Please circle to indicate if you would like your son/daughter withdrawn from some/all of sex education at Nailsea School. If you wish to withdraw your son/daughter from SOME of sex education, please indicate which topics you would like to be withdrawn from the list below.</p> <p>I wish to withdraw from son/daughter from some/all of sex education at Nailsea School.</p> <p><u>Topics which can be withdrawn from:</u></p> <p>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. A pupil may be withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. A pupil may be</p>			



withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships.

That they have a choice to delay sex or to enjoy intimacy without sex. A pupil may be withdrawn from this element of the guidance.

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). Abortion is covered briefly in Science KS4 curriculum and in the RE year 11 curriculum – these sessions cannot be withdrawn from and therefore this section of the guidance cannot be withdrawn from.

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. This section of the guidance crosses over with Health Education and the Science curriculum and can therefore not be withdrawn from.

Any other information you would like the school to consider

Parent Signature

Section B

This section is to be completed by the school, following the discussion with parents/carers.

Agreed action from discussion with parents

Notes from discussion with parents and actions taken.