# Edward Jenner School

**Secondary Relationships, Sex & Health Education Policy**

|  |  |  |
| --- | --- | --- |
|  | **Date** | **Signed** |
| **Date reviewed** | **December 2023** | **J Carr** |
| **Ratified by** | **December 2023** | **A Brookes** |
| **Date of next review** | **December 2024** |

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# 1. Aims

The aims of relationships, sex and health education (RHSE) at our school are to:

* Provide a framework in which sensitive discussions can take place
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Help pupils develop feelings of self-respect, confidence and empathy, enabling them to keep safe and maintain personal boundaries.
* Create a positive culture around issues of sexuality and relationships
* Teach pupils the correct vocabulary to describe themselves and their bodies

In the delivery of our RSHE programme, all teaching will be underpinned by our school values of resilience, optimism, kindness, love of learning, honour and citizenship.

# 2. Statutory requirements

As an independent school, we must provide relationships, health and sex education (RSHE) to all pupils (as per section 34 of the [Children and Social work act 2017) as a part of our compulsory Personal, Social and Health Education(PSHE).](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

At Edward Jenner School we teach RSHE as set out in this policy.

# 3. Policy development

This policy has been developed in consultation with staff in response to new government guidance on the statutory of RSHE. The consultation and policy development process involved the following steps:

1. Review – a working group of Thinking (PSHE) teaching staff pulled together all relevant information including relevant national and local guidance.
2. Ratification – once our own policy was drafted, it was shared with our headteachers and ratified as a working document.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parents and carers were advised of the publication of the new RHSE policies (for Primary and Secondary) published on the Additional Info section of the school website and discussion is invited. Further amendments have been made as appropriate, in line with government statutory guidance.
5. Pupil consultation - as we are a small school, the writers of this policy know our students well and have tailored this policy directly to their specific needs. Regular opportunities will be made within PHSE/RHSE lessons for students to read and discuss the topics outlined on the Curriculum Map (Appendix 1). Feedback will be encouraged within lessons and opportunities will be made for students to request discretely or anonymously further information and teaching in areas that concern them. Where appropriate these questions and feedback will trigger amendments to the policy.
6. In keeping with all policies at Edward Jenner School, this policy will be subject to a yearly staff review and updated accordingly.

# 4. Definition

At Edward Jenner School, we believe Relationship and Sex Education (RSHE) to be the process of lifelong learning about physical, moral, emotional, social and cultural development. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

At EJS, we strongly believe that RSHE is not about the promotion of sexual activity, but rather it is aimed to help our pupils to make safe and informed decisions during their school years and beyond. Pupils will have information and an opportunity to explore issues and values in a safe and supported environment.

# 5. Curriculum

Our curriculum is set out as per Appendix 1 and will be adapted as and when necessary.

We have developed the curriculum in line with current statutory government guidance, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and less vulnerable to misinformation from other sources.

# 6. Delivery of RSHE

For secondary-aged students at Edward Jenner School, RSHE is taught within the personal, social, health and economic (PSHE) education (Thinking) curriculum. Biological aspects of RSHE are taught within the science curriculum. Some religious education (RE) is also included within our Thinking curriculum and may be relevant to RSHE lessons.

We also regularly arrange stand alone or a series of sex education sessions delivered by a trained health professional, for example, those from InfoBuzz. These provide a useful opportunity for our students (who have been taught in small groups by staff who know them and their parents very well) to discuss challenging subject matter with more detached professionals. Student voice activities have shown these sessions to have been well-received, engaging, informative and popular.

For more information about our RSHE curriculum, see Appendices 1 and 2.

For our secondary-aged students, RSHE 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 and maintaining personal boundaries
* Intimate and sexual relationships, including sexual health

For more information about our RSHE curriculum, see 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, LGBTQ+ 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).

As in all areas of the curriculum, fostering curiosity and a love of learning is a key part of our ethos at EJS; consequently we welcome questions from students and build in regular opportunities and structures for students to ask openly, discreetly and anonymously. In dealing with these questions, however, we need to be mindful of the following:

1. Questions within the remit of the curriculum for the child’s year group will be answered sensitively with consideration to any safeguarding issues underlying the reason for the question being asked.
2. Where a question is answered from outside the remit of the curriculum for the child’s year group, teachers will respond sensitively to the child’s age, but in a way that leaves them accurately informed and less vulnerable to misinformation from other sources.
3. Where a child, who has been withdrawn from sex education, asks a question which is about sexual education it will be dealt with in one of the following ways:
* If the question is one regarding reproduction that would be dealt with in a science lesson, then it should be referred to a science teacher. The member of staff asked may offer to facilitate this if appropriate.
* If the question relates to subject matter which is part of the RSHE curriculum, and the teacher feels the child to be safe, the question should be dealt with according to the individual situation of the child, the family and the nature of the question. This may include discussing parental feelings with the child or contacting the parents on the child’s behalf. The child’s safety, wishes and understanding of the situation should be taken into account at all times. If following a conversation, the member of staff feels the child to be unsafe or in danger of undertaking unsafe behaviour, this becomes a safeguarding issue (see below).
* If the question and subsequent conversation means that the teacher considers the child to be at risk, the safeguarding policy, as set out in the safeguarding folder should be followed.
* It should be noted that parents retain the right to request withdrawal from sex education up to 3 terms before the pupil is 16. From 3 terms before they are 16 onwards, pupils have the right to choose for themselves to have sex education. At EJS, we believe that our students are safest when they have accurate and reliable knowledge to hand; this should ideally come from school and parents. We recognise that accurate and reliable knowledge is not always to be found from peers or online. Consequently, we would consider a young person who is within three terms of their 16th birthday and who asks a question of a member of staff relating to sex education to have chosen to access sex education for themselves.

# 7. Roles and responsibilities

**7.1 The head teacher**

The head teacher will approve the RSHE policy and is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

**7.2 Staff**

Staff are responsible for:

* Delivering RSHE in a sensitive way
* Modelling positive attitudes to RSHE
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Those responsible for teaching RSHE to secondary age students at Edward Jenner School are:

* Within Thinking (PSHE) lessons: Ruth Rooke (Years 7-8), Jenny Carr (Years 9-11)
* Within Science lessons: Phil Brookes, Erin Brookes.

**7.3 Pupils**

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

# 8. Parents’ right to withdraw

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

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

A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action as set out below, in accordance with statutory government guidance.

* On receipt of a request to withdraw a child from the components of Sex education, the headteacher will seek to discuss the request further with parents, either by phone or in a meeting. This should be to ensure that the family’s wishes are understood and to clarify the nature and purpose of the curriculum. This discussion should also highlight the benefits of receiving this education as well as the detrimental effects withdrawal may have on the child. This could include social and emotional effects of being separated from peers as well as the possibility of the child hearing their peers’ versions of their learning or of the child finding “information” online, neither of which may be accurate. It should be stressed that detrimental effects may be mitigated if the parents are to deliver sex education themselves.
* When the child is of secondary school age, they should ideally be aware of this discussion both in term of their parents’ wishes and reasoning, as well as the nature and purpose of the curriculum.
* In accordance with government guidance, we will respect the parents’ request to withdraw the child from the sex education components of RSHE, up to and until three terms before the child turns 16. After that, if the child wishes to receive sex education rather than be withdrawn, we would make arrangements for the child to participate with those sessions scheduled during that time.
* Alternative, meaningful work will be given to pupils who are withdrawn from sex education.

# 9. Training

Only staff who are already confident in the delivery of the Pink Curriculum will deliver RSHE. Any new Government updates relevant to policy changes or a need for curriculum change will be included in our continuing professional development, with opportunities for meetings between staff as necessary.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

# 10. Monitoring arrangements

The delivery of RSHE is monitored by the headteacher.

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

This policy will be reviewed by Jenny Carr and Ruth Rooke annually. At every review, the policy will be approved by the headteacher.

# Appendix 1: Curriculum map

**Relationships and Sex Education Curriculum Map**

The following are taken from the statutory government guidance for Physical health and mental wellbeing. They may not be exhaustive. Please see teacher planning folders for detailed breakdowns of activities and resources for each topic and theme. The specific needs of our children and the varying numbers of young people in each year group means that we need to adopt a flexible approach when planning to ensure that the needs of the individual and the group are met. This map will need to be revised at the start of each academic year in line with timetabling and the needs and ages of each teaching group.

| YEAR GROUP | SUBJECT | PUPILS SHOULD KNOW:  |
| --- | --- | --- |
| Years 7-8 | Families | * that there are different types of committed, stable relationships.
* how these relationships might contribute to human happiness and their importance for bringing up children.
* what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
* why marriage is an important relationship choice for many couples and why it must be freely entered into. That from February 2023, the minimum legal age for marriage was raised to 18 years old, rather than 16, as was previously the case.
* the characteristics and legal status of other types of long-term relationships.
* the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
* how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
 |
|  | Respectful relationships, including friendships | * the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, *consent* and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
* practical steps they can take in a range of different contexts to improve or support respectful relationships.
* how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. *how they might normalise non-consensual behaviour or encourage prejudice*).
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
* that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
* *what constitutes sexual harassment and sexual violence and why these are always unacceptable.*
* the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

*Depending on the cohort the subject matter in italics may be unsuitable for this group at present. Teacher planning will show greater detail.* |
|  | Online and media | * their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
* about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
* not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online.
* the impact of viewing harmful content.
* *that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.*
* *that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.*
* how information and data is generated, collected, shared and used online.

*Depending on the cohort the subject matter in italics may be unsuitable for this group at present. Teacher planning will show greater detail.* |
|  | Being safe | * *the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.*
* *how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).*

*Depending on the cohort the subject matter in italics may be unsuitable for this group at present. Teacher planning will show greater detail.* |
|  | Intimate sexual relationships, including sexual health | * *how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.*
* *that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.*
* *the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.*
* *that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.*

*It is anticipated that our Year 7s and 8s would not be ready for this subject matter yet. However, we are aware that in some schools, this learning at this stage is relevant and important. Teacher planning will show greater detail and will be in response to the needs of the group.* |
|  | The Law | * marriage (from February 2023, the minimum legal age for marriage was raised to 18 years old, rather than 16, as was previously the case)
* consent, including the age of consent
* violence against women and girls
* online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
* *pornography*
* *abortion*
* sexuality
* gender identity
* substance misuse
* violence and exploitation by gangs
* extremism/radicalisation
* criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
* hate crime
* female genital mutilation (FGM)

*Depending on the cohort the subject matter in italics may be unsuitable for this group at present. Teacher planning will show greater detail.* |
| Years 9-11 | Families | * See Years 7-8. Lessons may be needed to reinforce earlier learning.
 |
| Respectful relationships, including friendships | * the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
* practical steps they can take in a range of different contexts to improve or support respectful relationships.
* how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
* that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
* what constitutes sexual harassment and sexual violence and why these are always unacceptable.
* the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
 |
| Online and media | * their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
* about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
* not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online.
* the impact of viewing harmful content.
* that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
* that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
* how information and data is generated, collected, shared and used online.
 |
| Being safe | * the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
* how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
 |
|  | Intimate sexual relationships, including sexual health | * how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
* that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
* the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
* that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
* that they have a choice to delay sex or to enjoy intimacy without sex.
* the facts about the full range of contraceptive choices, efficacy and options available.
* the facts around pregnancy including miscarriage.
* that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
* how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
* about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
* how the use of alcohol and drugs can lead to risky sexual behaviour.
* how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
 |
|  | The Law | * marriage )from February 2023, the minimum legal age for marriage was raised to 18 years old, rather than 16, as was previously the case)
* consent, including the age of consent
* violence against women and girls
* online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
* pornography
* abortion
* sexuality
* gender identity
* substance misuse
* violence and exploitation by gangs
* extremism/radicalisation
* criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
* hate crime
* female genital mutilation (FGM)
 |

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

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
| Families  | That there are different types of committed, stable relationshipsHow these relationships might contribute to human happiness and their importance for bringing up childrenWhat 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 ceremonyWhy marriage is an important relationship choice for many couples and why it must be freely entered intoThe characteristics and legal status of other types of long-term relationshipsThe roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parentingHow to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationshipPractical steps they can take in a range of different contexts to improve or support respectful relationshipsHow stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefsAbout different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get helpThat some types of behaviour within relationships are criminal, including violent behaviour and coercive controlWhat constitutes sexual harassment and sexual violence and why these are always unacceptableThe 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 |
| Online and media | Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including onlineAbout 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 onlineNot to provide material to others that they would not want shared further and not to share personal material which is sent to themWhat to do and where to get support to report material or manage issues onlineThe impact of viewing harmful contentThat 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 partnersThat sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jailHow information and data is generated, collected, shared and used online |
| Being safe | The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationshipsHow 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) |
| Intimate and sexual relationships, including sexual health | How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendshipThat 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 wellbeingThe facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and womenThat there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising othersThat they have a choice to delay sex or to enjoy intimacy without sexThe facts about the full range of contraceptive choices, efficacy and options availableThe facts around pregnancy including miscarriageThat there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testingAbout the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatmentHow the use of alcohol and drugs can lead to risky sexual behaviourHow to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

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

**Parent form: withdrawal from sex education within RSHE**

| 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 |  |

| TO BE COMPLETED BY THE SCHOOL |
| --- |
| Agreed actions from discussion with parents |  |
| Signed (Staff) |  |