

# Relationships and Sex Education Policy



## Contents

|  |    |
|--|----|
| 1. Aims .....  | 2  |
| 2. Statutory requirements .....  | 3  |
| 3. Policy development .....  | 4  |
| 4. Definition .....  | 4  |
| 5. Curriculum.....   | 4  |
| 6. Delivery of RSE.....  | 4  |
| 7 Inclusivity.....   | 5  |
| 8 Use of resources .....   | 5  |
| 9 Use of external organisations and materials .....                    | 6  |
| 10. Roles and responsibilities .....                                   | 7  |
| 11. Parents' right to withdraw.....                                    | 8  |
| 12. Training .....   | 8  |
| 13. Monitoring arrangements .....                                      | 8  |
| 14. Document Control .....   | 9  |
| Appendix 1: Relationships and sex education curriculum map .....       | 10 |
| Appendix 2: By the end of primary school learners should know.....     | 13 |
| Appendix 2: By the end of secondary school learners should know.....   | 16 |
| Appendix 3: Parent form: withdrawal from sex education within RSE..... | 20 |

---

### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which **respectful** and/or sensitive discussions can take place.

Prepare learners so they are **ready** for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

Help learners develop feelings of self-respect, confidence and empathy so they feel **safe** and are **ready** for the next steps in life.

Create a positive, **respectful** culture around issues of sexuality and relationships.

Teach learners the correct vocabulary to describe themselves and their bodies in a **safe** and **respectful** way.

Coritani Academy aims to inspire excellence in all areas of our staff and learners' lives. To be a successful adult and citizen, it is important that we focus learning beyond qualifications and employment so Coritani learners can develop the skills needed for positive, life enhancing relationships. We want our learners to be able to inspire excellence in their own relationships and if desired, within their own families. We will work with the learners to explore what safe and respectful relationships look like, whether those are platonic or sexual. We will support them so

they are ready for the next stage in their lives and are able to develop relationships that enhance their physical, mental and emotional wellbeing.

## 2. Statutory requirements

As an academy for learners in KS2 (Juniors) and KS3/4 (Seniors) we provide RSE to learners as follows:

### **Seniors (KS3 and KS4)**

For our KS3 and 4 learners we must provide RSE to all learners under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

### **Juniors (KS2):**

For our KS2 learners we must provide relationships education to all learners under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all learners a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Our Articles of Association and funding agreement identifies PSHE as a subject that must be delivered as part of our curriculum. PSHE and RSE sit within the Coritani Personal Development Curriculum

At Coritani Academy, we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Learner consultation – we investigated what exactly learners want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### 4. Definition

RSE is about the emotional, social and cultural development of learners, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary depending upon learners' needs and any changes within their home environments. This is facilitated by information sharing with professionals and between teaching staff and our pastoral lead.

We have developed the curriculum in consultation with parents, learners and staff, taking into account the age, needs and feelings of learners. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

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

### 6. Delivery of RSE

RSE is taught within the Coritani Personal Development Curriculum as part of PSHE and/or Life lessons. Biological aspects of RSE are taught within the science curriculum.

KS3/4 learners also receive stand-alone sex education sessions delivered by a trained health professional.

For all of our learners RSE focuses on giving children/young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In addition, Seniors (KS3/4) are supported with information about:

- Intimate and sexual relationships, including sexual health

For more information about our RSE 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, 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).

## 7 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of learners including their needs will relate to them
- Is sensitive to all learners' experiences
- During lessons, makes learners feel:
  - Safe and supported
  - Ready to engage with the key messages
  - Promote respectful discussion

We will also make sure that learners learn about these topics in an environment that is appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We will also ensure that we give careful consideration to the level of differentiation needed for each learner.

## 8 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support learners in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our learners.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to learners' experiences and won't provoke distress.

## 9 Use of external organisations and materials

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

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

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with learners' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

Similarly we will:

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on what an external agency is going to say and their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there and follow our usual safeguarding procedures for

these people.

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers.

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

## 10. Roles and responsibilities

### 10.1 The governing board

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

### 10.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw learners from non-statutory/non-science components of RSE (see section 11).

### 10.3 Staff

Staff are responsible for:

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

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 principal.

RSE is taught by teaching staff across the following areas:

- KS2 Life, PSHE, Science
- KS3 life, RE, Science
- KS4 Life, PSHE, Science

#### 10.4 Learners

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

#### 11. Parents' right to withdraw

For learners in Juniors (KS2):

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

Parents have the right to withdraw their children from the components of sex education within RSE.

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

Alternative school work will be given to learners who are withdrawn from sex education.

For learners in Seniors (KS3 and KS4):

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

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

A copy of withdrawal requests will be placed in the learner's educational record. The principal will discuss the request with parents and take appropriate action.

#### 12. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

#### 13. Monitoring arrangements

The delivery of RSE is monitored by John Niland, associate principal through planning and work scrutinies, learning walks, staff and learner voice.

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



## 14. Document Control

|                             |   |
|-----------------------------|---|
| <b>Contact</b>              | D Flowitt                                       |
| <b>Status</b>               | Issue   |
| <b>Publication Date</b>     | September 2020                                  |
| <b>Review Date</b>          | Annually  |
| <b>Next review due</b>      | May 2024  |
| <b>Approved/Ratified by</b> | MOC   |
| <b>Version Control</b>      |   |
| Draft                       | For comments /consultation                      |
| Issue                       | Reviewed 2021 – No changes                      |
| Issue                       | Reviewed 2022 – Reflects curriculum development |
| Issue                       | Reviewed CEO May 2023 – no changes              |

## Appendix 1: Relationships and sex education curriculum map

### Key Stage 2

In KS2 RSE is delivered as part of the Coritani Personal Development curriculum and is timetable within Life lessons. If learners, as a group or individually, need support with relationships and/or sex education we will change the sequence of the curriculum to ensure that the knowledge and support needed are delivered at the most appropriate time.

| Key Stage 2 | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2                                      |
|-------------|--|--|---|--|--|---|
| Years 4/5   | Family and relationships – (a)<br>Health and wellbeing – (a) | Health and wellbeing – (a)<br>Safety and the changing body – (a) | Safety and the changing body – (a)<br>Citizenship – (a)<br>Economic wellbeing – (a) | Family and relationships – (b)<br>Health and wellbeing – (b) | Health and wellbeing – (b)<br>Safety and the changing body – (b) | Citizenship – (b)<br>Economic wellbeing – (b) |
| Years 5/6   | Family and relationships – (c)                               | Health and wellbeing – (c)<br>Safety and the changing body – (c) | Citizenship – (c)<br>Economic wellbeing – (c)                                       | Family and relationships – (c)<br>Health and wellbeing – (c) | Safety and the changing body – (c)<br>Citizenship – (c)          | Economic wellbeing – (c)                      |

### Key Stage 3

In Key Stage 3, RSE sits within the Coritani Personal Development Curriculum and is timetabled with PSHE. Big Talk are invited every year to support our delivery of RSE. If learners, as a group or individually, need support with relationships and/or sex education we will change the sequence of the curriculum to ensure that the knowledge and support needed are delivered at the most appropriate time.

| Key Stage 3 | Autumn 1                              | Autumn 2                         | Spring 1                           | Spring 2                    | Summer 1                  | Summer 2                                     |
|-------------|---------------------------------------|----------------------------------|------------------------------------|-----------------------------|---------------------------|--|
| Year 1      | Healthy living and responsible health | <b>Living in the wider world</b> | <b>Relationships, Identity and</b> | <b>Health and Wellbeing</b> | Living in the wider world | <b>Healthy living and responsible health</b> |

|        |                                      |                                     |  |                                      |  |   |
|--------|--------------------------------------|-------------------------------------|--|--------------------------------------|--|---|
|        | choices                              | RSE content                         | Safety<br>RSE content                              | RSE content                          |  | choices<br>Living in the wider world<br>Relationships, Identity and Safety<br>Health and Wellbeing<br>RSE content |
| Year 2 | Health and well being                | Relationships, Identity, and safety | Living in the Wider World<br>RSE content           | Health and well being<br>RSE content | Relationships, Identity, and safety<br>RSE content | Living in the Wider World   |
| Year 3 | Health and well being<br>RSE content | Citizenship                         | Relationships, Identity, and safety<br>RSE content | Living in the Wider World            | Health and well being                              | Living in the Wider World<br>RSE content  |

#### Key Stage 4

In Key Stage 4 RSE sits within the Coritani Personal Development Curriculum and is timetabled with PSHE. Big Talk are invited every year to support our delivery of RSE. If learners, as a group or individually, need support with relationships and/or sex education we will change the sequence of the curriculum to ensure that the knowledge and support needed are delivered at the most appropriate time.

|             |          |          |          |          |          |          |
|-------------|----------|----------|----------|----------|----------|----------|
| Key Stage 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|----------|----------|----------|----------|----------|----------|

|        |  |  |   |   |  |  |
|--------|--|--|---|---|--|--|
| Year 1 | <b>Relationships<br/>RSE content</b>             | <b>Health and Well<br/>Being<br/>RSE content</b> | Living in the<br>wider world                    | <b>Relationships:<br/>Relationships and<br/>Diversity<br/>RSE content</b> | <b>Health and Well<br/>Being: Living<br/>Responsibly</b> | Living in the wider<br>world:<br>Employability                     |
| Year 2 | <b>Health and Well<br/>Being<br/>RSE content</b> | Living in the wider<br>world                     | <b>Health and<br/>Wellbeing<br/>RSE content</b> | <b>Relationships<br/>RSE content</b>                                      | Living in the wider<br>world                             | <b>Health and Well<br/>Being<br/>Relationships<br/>RSE content</b> |

## Appendix 2: By the end of primary school learners should know

| TOPIC                                 | LEARNERS SHOULD KNOW  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>  |

| TOPIC                    | LEARNERS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |

| TOPIC      | LEARNERS SHOULD KNOW  |
|------------|---|
| Being safe | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> |

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

| TOPIC    | LEARNERS SHOULD KNOW   |
|----------|--|
| Families | <ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul> |



| TOPIC   | LEARNERS SHOULD KNOW   |
|---|--|
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul> |

| TOPIC            | LEARNERS SHOULD KNOW   |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul> |
| Being safe       | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>   |

| TOPIC  | LEARNERS SHOULD KNOW   |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |

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

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of learner  |  | 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 ACADEMY              |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |