



# Holte School

## Relationships & Sex Education

## Policy

<b>Lead member of staff:</b>	Lee Farmer (Assistant Headteacher, Pastoral)
<b>Legislation Status: (Statutory/Non-Statutory)</b>	Statutory
<b>Local Authority Model Policy or School Written Policy:</b>	School Written Policy
<b>Required on school website:</b>	Yes
<b>Revision Date:</b>	September 2021
<b>Date Ratified By Full Governing Body:</b>	
<b>Signed By Chair Of Governors:</b> <b>Ms C Hardy</b>	

## **1. Introduction**

1.1 This policy outlines for all stakeholders the key elements of Relationships and Sex Education (RSE) delivery at Holte School. All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define relationships and sex education
- Describe how relationships and sex education is provided and who is responsible for providing it
- Explain how relationship and sex education is monitored and evaluated
- Include information about parents' rights to withdrawal
- be reviewed annually in consultation with all stakeholders
- Explain how the RSE curriculum is accessible by all pupils, including those with Special Education Needs and Disability (SEND).

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

## 2. Defining Relationships and Sex Education (RSE)

2.1 Relationship and Sex Education (RSE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexuality, sexual intimacy, dealing with emotions and managing personal relationships. RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up. Relationships and Sex Education **is not** about the promotion of sexual activity.

2.2 RSE teaches children to explore values, attitudes, and develop personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices and understand the importance of caring and loving relationships. As such it has a significant role to play in a child's social, moral, spiritual and cultural development and the development of character.

2.3 RSE makes an essential and significant contribution to safeguarding children during their school-age years and into the future. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enable them to take increasing responsibility for their own health and wellbeing and that of others.

2.4 Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives. Holte School provides a setting in which young people can be offered appropriate RSE. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and by helping them to understand themselves, respect others and form and sustain healthy relationships.

### **3. Aims and objectives**

3.1 The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. Holte school's core values are promoted throughout the RSE curriculum.

3.2 The RSE policy has the following aims:

- Provide the knowledge and information to which all pupils are entitled.
- Raise pupils' self-esteem and confidence, especially in their relationship with others.
- Help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- Develop pupils' skills for a healthier and safer lifestyle.
- Develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Ensure pupils know how to keep themselves safe when using social media.
- Provide a description of how RSE is delivered, monitored and evaluated in school.
- Help pupils learn to respect and care for their bodies.
- Prepare pupils for puberty and adulthood.
- Create a positive culture around issues of sexuality and relationships.
- Help pupils learn how to gain access to information and support.

3.3 At the end of Key Stages 3, and 4 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships. Such areas will be revisited in Key Stage 5 to reinforce knowledge, respect and responsibility.

3.4 Through exploring and challenging attitudes and values, our pupils can be helped to develop a positive attitude to sexual health and well-being through:

- Developing a positive values and moral framework that will support their decisions, judgements and behaviour.
- Developing a critical awareness of value systems represented in the media and amongst peers.
- Recognising and challenging prejudice, discrimination and bullying as harmful and unacceptable.
- Understanding that sexual intimacy involves strong emotions, and should involve a sense of respect for one's own and other's feelings, decisions and bodies.
- Understanding that all rights come with responsibilities and all actions have consequences.
- Valuing truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular valuing families as a source of love and support for all their members, and as the basis of a society in which people care for others.

3.5 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles from the convention are protected and promoted through this policy – articles 3, 6, 12, 18, 21, 24, 27, 34, 36, 39.

## **4. Policy development and review**

4.1 This policy was drafted by the Assistant Headteacher, Pastoral. Parents are given an opportunity to review the draft policy through a parents' forum. Parents/carers are also able to view the policy via the school website, [www.holte.bham.sch.uk](http://www.holte.bham.sch.uk) . The policy was disseminated to all teaching and non-teaching staff so that they were able to provide feedback. The policy was then ratified by the governing body.

4.2 The RSE policy will be monitored and reviewed annually by key senior staff. Any review of the policy will take into consideration the needs of pupils and national advice and guidance. A full policy review will take place in 2021.

4.3 All children are entitled to exceptional quality RSE that meets their needs. Holte will involve its pupils from Years 7-13 in having a say in developing RSE practice. RSE will be audited and reviewed regularly to ensure that it meets the needs of the pupils at Holte.

4.4 As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. The Relationship and Sex Education Policy is also linked to the following policies and legislation:

- Safeguarding Policy
- Keeping Children Safe in Education 2018
- Behaviour Policy
- Anti-Bullying Policy
- Online safety Policy
- Relationships education, RSE and PSHE DfE 2017
- SMSC Policy
- SRE Guidance (DfE June 2019)
- Framework of PSHE & Citizenship (NC 2000)
- National Healthy Schools Standard Guidance
- OFSTED Report on SRE (2002)

## **5. Implementation of this policy**

5.1 The delivery of relationships and sex education is factual, sensitive and balanced, not judgemental. RSE encourages in pupils a heightened awareness of the significance of family life, marriage and stable and loving relationships. The personal beliefs and attitudes, including religious beliefs, of teachers will not influence the teaching of relationship and sex education at the school.

5.2 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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, Lesbian Gay Bisexual Transgender (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).

5.3 RSE is taught within the Personal, Social, Health and Economic education, (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education and social sciences. Staff do not have the right to opt out of teaching RSE, and some staff have volunteered for training to teach specific aspects of the RSE curriculum. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

5.4 The key curriculum aspects of RSE are co-ordinated by the Head of Science, Head of Religious Education and Head of Social Sciences, although other moral aspects of RSE may be discussed as issues in a number of other curriculum areas. A team of staff have received training by Birmingham Community Healthcare NHS Trust to allow them to confidently deliver RSE sessions to Holte pupils. Training is updated annually.

5.5 Pupils are taught in mixed ability groups and may be taught in mixed or single gender groups depending upon the nature and sensitivity of the topic. SEND pupils will receive support to ensure that the curriculum is accessible. The Special Educational Needs Coordinator (SENCo) will determine the need for additional interventions, (e.g. specialist workshops led by Umbrella SEND specialist teachers) in conjunction with the Assistant Headteacher, Pastoral at the beginning of the academic year. Support for individual pupils and groups, information and signposting advice can be offered by Year Coordinators and by the school nursing team.

5.6 Visitors to Holte, such as health professionals and members of voluntary organisations, may be invited to contribute to RSE sessions. They will be given a copy of this policy and will be expected to work within the values framework described within. A teacher will always be present during the session and an organisation form will be completed and the Designated Safeguarding Lead will be informed prior to the session. Prior to agencies attending the school, the Deputy to the AHT Pastoral and Year Managers ensure that:

- Appropriate checks have been made.
- Their input is integrated within a planned programme.
- Appropriate planning sheets/lesson plans have been produced.
- School/Class background information has been issued.
- Resources have been checked for suitability.
- Confirmation of dates and times have been confirmed in writing.
- An evaluation process has been agreed.

5.7 A wide range of resources are available to teachers to support the delivery of RSE. The Deputy to the Assistant Headteacher - Pastoral and Assistant Headteacher - Pastoral have materials which can be borrowed and Birmingham Health Education Service provide a library of resources that can be booked and online and delivered to the school.

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

5.9 Following all PSHE days the Deputy to the Assistant Headteacher, Pastoral will issue a letter to all parents informing them of the content of the lessons. This will include a signpost to additional resources, including sources of support.

5.10 Pupils will be made aware that not all information can be held confidentially and that if certain disclosures are made then action must follow. Nevertheless, pupils will be offered sensitive and appropriate support.

5.11 The effectiveness of this policy and its impact will be evaluated throughout the academic year. This will be led by the Assistant Headteacher - Pastoral and the Deputy to the Assistant Headteacher - Pastoral, in conjunction with Year Managers and pupils, through regular meetings.

## **6. Equal Opportunities**

6.1 All pupils are entitled to receive relationship and sex education regardless of ability, gender, race, religious belief or grouping. Through relationship and sex education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

6.2 Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. All bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

6.3 Holte School will take positive steps to eradicate homophobia as a motivator for bullying. Through Citizenship, Personal Social Health Education (PSHE) and Social Moral Spiritual Cultural (SMSC) lessons and subjects such as Religious Education work will include discrimination; social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying at school is neither trivial nor acceptable. Holte will support all pupils in a positive manner observing the protected characteristics of the Equality Act 2010

6.4 Holte School is an inclusive organisation and will make reasonable adjustments to ensure that the curriculum is accessible by all pupils. Pupils with special educational needs and Disability will, wherever possible, follow the main stream curriculum and may have specialist supporting lessons delivered by specialist SEND nurses from Umbrella Community Health. The pupils' opinions will be sought and valued as with all pupils. Appropriate interventions will be made to enable the school to handle SEND as appropriate on an individual basis. Such interventions will be determined by the Assistant Headteacher, Pastoral and the school's SENCo.

## **7. Safeguarding and Confidentiality**

7.1 Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. If this happens staff should follow the guidance in the Holte safeguarding and child protection policy and utilise the CPOMS system to report their concern. CPOMS is the school's online software for monitoring safeguarding.

7.2 The School Nursing team and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is a serious risk of harm would the health professional follow Local Authority (LA) child protection procedures and breach the young person's confidentiality. When the school nurse sees pupils on a one to one basis she will follow these professional guidelines. In PSHE sessions, however, he/she must follow the same guidelines as teachers.

7.3 RSE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside of school. Knowledge of sources of local help and support should prevent the need for pupils to seek help from a teacher for their personal and health needs. By law teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to legal situation and the aspect of sexually transmitted diseases. However, pupils should be educated as to the other sources of advice and support.

7.4 There may be occasions when a teacher learns that a pupil under 16 is having or contemplating sexual intercourse. In this case the teacher should:

- Make sure the pupil is aware of the need to seek contraceptive and sexual health advice and knows how to get this.
- Encourage the pupil to talk to a parent/carer.
- Refer the matter to the Designated Safeguarding Lead (DSL).

7.5 Pupils may raise any questions or concerns or in person, or confidentially at any point. This may be through the school's Whisper reporting service, or by using the online rewards system ePraise. All referrals are monitored by the school's DSL team.

## Appendix One: Relationships and sex education curriculum map

The following curriculum map provides an overview of the school's core offer for relationships and sex education through the Personal, Social and Health Education (PSHE) curriculum. The PSHE curriculum is delivered through PSHE enrichment days held once a term in Year 7 – 13. The curriculum is taught by form tutors, and there is a specialist RSE team of teachers who have received intensive training from Umbrella Community Health Services.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	1	<ul style="list-style-type: none"> <li>-The importance of healthy relationships: friends and friendship</li> <li>-Online safety: conduct, content, contact, commercialism</li> </ul>	<ul style="list-style-type: none"> <li>-School produced resources</li> <li>-CEOP ThinkuKnow</li> </ul>
	2	<ul style="list-style-type: none"> <li>-Puberty, including the menstrual cycle</li> <li>-Relationships and sex education: an introduction</li> </ul>	<ul style="list-style-type: none"> <li>-NHS School Nurse</li> <li>-Umbrella Community Health</li> </ul>
Year 8	1	<ul style="list-style-type: none"> <li>-The influence of the media</li> <li>-Personal hygiene</li> <li>-Online safety (conduct &amp; commercialism): safe and responsible</li> </ul>	<ul style="list-style-type: none"> <li>-School produced resources</li> <li>-PSHE BBC Teach</li> <li>-COPE ThinkuKnow</li> </ul>
	2	<ul style="list-style-type: none"> <li>-Risky behaviour: alcohol education</li> <li>-Risky behaviour: drugs education</li> <li>-Online safety (conduct): cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>-Talk to Frank</li> <li>-Talk to Frank</li> <li>-CEOP ThinkuKnow</li> </ul>
	3	<ul style="list-style-type: none"> <li>-Identity, homophobia and transphobia</li> <li>-Parenting</li> <li>-What is family?</li> <li>-Divorce and bereavement</li> <li>-Teenage relationship abuse</li> <li>-Grooming</li> </ul>	<ul style="list-style-type: none"> <li>-Stonewall, Educate &amp; Celebrate</li> <li>-School produced resources</li> <li>-School produced resources</li> <li>-Wellbeing Crew</li> <li>-Loudmouth Theatre</li> <li>-NHS Health Visitors</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	1	<ul style="list-style-type: none"> <li>-Sexually Transmitted Infections</li> <li>-Contraception</li> <li>-Healthy and unhealthy relationships (incl. sexual orientation, faith views)</li> <li>-Sex the law and consent.</li> <li>-Forced and arranged marriages</li> <li>-Female Genital Mutilation (FGM)</li> <li>-No Outsiders: the LGBTQ+ community</li> </ul>	<ul style="list-style-type: none"> <li>-Umbrella Community Health</li> <li>-Umbrella Community Health</li> <li>-School produced resources</li> <li>-School produced resources</li> <li>-Karma Nirvana</li> <li>-Muslim Women's' Network</li> <li>-Stonewall, Celebrate and Educate</li> </ul>
	2	<ul style="list-style-type: none"> <li>-Online safety (conduct) exploitation and sexting</li> <li>-Mental health and emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Loudmouth Theatre</li> <li>-Wellbeing Crew</li> </ul>
Year 10	1	<ul style="list-style-type: none"> <li>-Mental health and emotional wellbeing</li> <li>-Managing our relationships</li> <li>-Alcohol, drugs and tobacco education</li> </ul>	<ul style="list-style-type: none"> <li>-Wellbeing Crew</li> <li>-School produced resources</li> <li>-Talk to Frank</li> </ul>
	2	Online safety (conduct, content) digital footprints and privacy	-CEOP ThinkuKnow
	4	<ul style="list-style-type: none"> <li>Honour Based Violence</li> <li>Pregnancy, fertility and miscarriage</li> <li>What is family? (including civil and same sex relationships)</li> <li>Online safety: (conduct) digital romance and exploitation</li> </ul>	<ul style="list-style-type: none"> <li>-Karma Nirvana</li> <li>-School produced resources</li> <li>-School produced resources</li> <li>-CEOP ThinkuKnow</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	2	<ul style="list-style-type: none"> <li>-Risky behaviour: consent, STIs, alcohol and drugs</li> <li>-Sex and the media, including pornography</li> <li>-Sexual health: contraception and fertility</li> <li>-Exploring sexuality</li> <li>-Online safety (conduct): sexting</li> <li>-Sex and relationships: support and self-screening (e.g. STIs, cancers)</li> </ul>	<ul style="list-style-type: none"> <li>-NHS School Nurse</li> <li>-CEOP ThinkuKnow</li> <li>-Umbrella Community Health</li> <li>-Stonewall</li> <li>-CEOP ThinkuKnow</li> <li>-Macmillan</li> </ul>
Year 12	2	<ul style="list-style-type: none"> <li>-Sex and relationships</li> <li>-Mental health and emotional wellbeing</li> <li>-Online safety: conduct content, commercialism, contact</li> <li>-Sexual Health</li> </ul>	<ul style="list-style-type: none"> <li>-School produced resources</li> <li>-Wellbeing Crew</li> <li>-CEOP ThinkuKnow</li> <li>-Umbrella Community Health</li> </ul>
Year 13	1	<ul style="list-style-type: none"> <li>-Rights and responsibilities: the Equality Act 2010</li> <li>-Healthy relationships (including forced marriage)</li> <li>-Female genital mutilation (FGM)</li> </ul>	<ul style="list-style-type: none"> <li>-School produced resources</li> <li>-School produced resources</li> <li>-Muslim Women's' Network</li> </ul>

## Appendix Two: National expectations - by the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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>
Respectful relationships, including friendships	<p>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> <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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<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>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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</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>

**Appendix 3: Parental form: withdrawal from the sex education section within RSE curriculum.**

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education. (Within the relationships and sex education curriculum.)			
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents.			

