



**PERSONAL, SOCIAL, HEALTH &
ECONOMIC EDUCATION (PSHE)
AND
RELATIONSHIPS AND SEX EDUCATION
(RSE)**

Reviewed by: S Roberts	Date: Sept 2025	Next review: Sept 2026
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Introduction:

This policy covers Adcote School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education (RE) and Relationships and Sex Education (RSE). It is written by the PSHE Coordinator, Miss Sally Roberts, and is subsequently approved by the Head, Nicola Tribe. The policy sets out the school's aims of PSHE and RSE education and its intended outcomes. It will be reviewed annually and will be updated in accordance with statutory guidelines and legislation.

Legislation:

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society;
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of students at the school'. The Independent School Standards (April 2019) requires that PSHE is provided for all students at a school and that the school's approach to PSHE should reflect its aims and ethos. It requires schools to ensure students are effectively prepared for the opportunities, responsibilities and experiences of life in British society. It is a requirement that the PSHE curriculum should be designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, makes Relationships Education (RE) compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education from September 2020. This also makes Health Education compulsory in all schools. The regulations and guidance in relation to Health Education do not apply to Independent schools - PSHE is already compulsory as Independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, the principles set out in the Department of Education's Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education which was published in June 2020 were used to inform and review our existing curriculum.

At Adcote School, RSE is delivered as part of the PSHE programme with full details contained within this policy.

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds). The Independent School Standards (2019) requires that students receiving secondary education should have access to up-to-date careers guidance that:

- is presented in an impartial manner;
- enables them to make informed choices about a broad range of career options;
- helps to encourage them to fulfil their potential.

At Adcote, Careers Education is embedded in the PSHE curriculum and this is detailed in the Careers Education Policy.

Policy Availability:

This policy is available to parents upon request and is published on the school's website.

Rationale:

At Adcote School we believe that Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) helps students to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE/RSE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and careers.

We recognise that today's children and young people are growing up in an increasingly complex world and their lives both online and offline present many positive and exciting opportunities, but also challenges and risks. Students need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE/RSE programme is age and developmentally appropriate with respect to the backgrounds and beliefs of students and parents.

Aims & Objectives:

PSHE/RSE Education supports the aims of the school and the broad and balanced curriculum aims to:

- Promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.
- Contribute to the school's CLEAR learning programme which aims to develop the core skills of confidence, leadership, engagement, achievement and resilience so that students can thrive in the 21st century.
- Develop students' personal skills and attributes including empathy and compassion; respect for others; employability skills; enterprise skills and valuing and respecting diversity.
- Promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Give students the knowledge, skills and understanding to lead confident, healthy, independent lives and become informed, active and responsible citizens in the community.

Entitlement & Equality of Opportunity:

Adcote School strives to ensure that we do the best for all our students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. We aim to ensure that our PSHE/RSE education will be sensitive to the different needs of individual students and ensure that no student is discriminated against.

We take due regard and comply with the relevant requirements of the Equality Act 2010 which ensures that students are not discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. These are collectively known as the protected characteristics. We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and our PSHE/RSE programme takes positive action to

build a culture which ensures that these are not tolerated, and any occurrences are identified and tackled. Students are encouraged to respect diversity. Staff are aware of the important role they have to play in modelling positive behaviours and will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

Students with special educational needs:

Students with special educational needs follow the same PSHE/RSE education programme as all other students but careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. We are aware that some students may be more vulnerable to exploitation, bullying and other issues due to the nature of their needs, and these factors are taken into consideration when teaching the PSHE/RSE programme. Students with English as an additional language will be supported to ensure they can fully access the lessons.

Curriculum Design:

The PSHE/RSE programme is delivered in timetabled 'CLEAR' lessons and is taught in three core themes within which there is broad overlap and flexibility. For example, we see some aspects of Relationships and Sex Education falling both within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education, but also taught within the context of healthy relationships. These three themes are:

1. Health and Wellbeing
2. Relationships Education (Yr 3 - 6) and Relationships and Sex Education (Yr 7 - 11)
3. Living in the Wider World

The 'Health and Wellbeing' theme focuses on the characteristics of good physical health and mental wellbeing. The 'Relationships Education for Years 3 - 6 strand focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. The Relationships and Sex Education strand for Years 7 - 11 provides students with the information they need to help them develop healthy, nurturing relationships of all kinds and supports young people to develop safe and healthy sexual relationships, at the appropriate time. The 'Living in the Wider World' focuses on developing the skills and understandings needed to function successfully in modern society, students are taught about roles and responsibilities, actions and consequences of law and order. For Years 3 – 11, these themes are taught and rotated on a half-termly basis. This is shown in the Curriculum Map which can be found in Appendix C to this policy and in the full schemes of work.

For Years 12 and 13, students also develop their knowledge, understanding and skills under the three core themes but the organisation of this is at the discretion of the Year 12 and 13 teachers of PSHE to ensure the programme fits in with other activities such as UCAS applications and visits from universities. The Sixth Form programme prepares students to lead independent lives as they prepare to leave school, ensuring they are fully prepared for future study and work.

We make use of the PSHE Association's Programme of Study to design our curriculum and full termly Schemes of Work are created by the PSHE Coordinator. These act as a guidance as to what should be taught but teachers should use their discretion as certain issues may arise which may need to be addressed in lessons. Teachers of PSHE/RSE are asked to complete a 'Work Covered' document each term and return to the PSHE Coordinator as part of monitoring and reviewing the curriculum.

Provision:

At Adcote School PSHE/RSE is delivered with a whole-school approach which includes:

- Curriculum time: this takes the form of a weekly lesson for each year group. The programme is delivered as part of our CLEAR learning programme and identified as 'PSHE/CLEAR' on students timetables. students have one lesson each week. These sessions are taught through a spiral programme, learning is organised into a series of recurring themes, at each encounter of the theme, the learning of the particular theme is progressively deepened. For example, in the 'Health and Wellbeing' theme, Year 4 explores healthy and balanced eating whilst Year 9 explores body image and eating disorders within the theme.
- Though other subjects/curriculum areas: other subjects can also contribute to PSHE and can be effective in reinforcing aspects of the PSHE/RSE programme. For example, health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives.
- Focus weeks throughout the year such as Restart a Heart Day, UK Parliament Week and Anti-Bullying Week.
- Through activities and whole-school events: residential experiences, visits and whole-school days such as Challenge Days provide many opportunities for students to plan and work together, develop and maintain relationships under different circumstances, and discover new qualities and characteristics through volunteering and participating.
- Through pastoral care and guidance: this is an area where all staff, both academic and support may be involved in.
- Through involvement in the wider life of the school and extra-curricular activities.
- Assemblies and talks from visiting speakers.

Teaching Methods and Learning Approaches:

All teachers are encouraged to develop a repertoire of flexible, active learning methods. We aim to create a safe and supportive environment. We take into account the maturity, development, age and readiness of each group when delivering the PSHE curriculum. The Schemes of Work include suggested activities and methods.

Effective learning and teaching approaches include:

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Working together
- Information gathering and sharing
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation

Methods:

- Circle Time
- Drama and role-play
- Discussions and debates
- Problem solving activities

We also encourage students to take part in a range of activities which promote active citizenship such as charity fundraising activities and planning school assemblies.

Teaching Responsibility and Staff Training:

Members of staff responsible for delivering the PSHE programme are provided with guidance documents and resources to support them in the delivery of the subject. Teachers are further aided through CPD courses and external providers may be called on to support the delivery of some topics. A questionnaire is sent to teaching staff at the end of the academic year as part of reviewing the curriculum and resources. The PSHE Coordinator will keep teachers up-to-date with any changes in the curriculum in line with statutory guidelines and legislation.

Learning and Teaching:

Handling complex issues safely in the classroom: PSHE/RSE education includes the teaching of complex, controversial and sensitive issues and teachers must be aware of how topics have the potential to be sensitive for students. In addition to the PSHE/RSE curriculum, there may be issues arising from the news or media which may capture students' attention or cause them concern which they may wish to discuss. We feel that it is vital that our students are able to have these discussions and the PSHE/RSE curriculum is important in developing students' knowledge, skills and confidence in complex and sensitive issues. Teachers should be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/RSE.

Establishing a safe and supportive learning environment: it is important for teachers to establish a safe and supportive learning environment as this helps students to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. It helps to develop students' confidence to ask questions, challenge information, draw on their own personal experience and express their own views and opinions. A safe and supportive learning environment is established by:

- Establishing ground rules at the start of lesson on expectations of how students will behave towards each other during discussions.
- Provide opportunities for students to discuss in small groups as well as whole class discussions.
- Make boxes available in which students can place anonymous questions or concerns.
- Provide access to balanced information and differing views to help students clarify their own opinion, (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form.
- Teachers are in an influential position to students and should therefore be cautious about expressing their own views.
- Be sensitive to the needs of all students and be aware that some students may have direct experience of particular issues.
- Always work within the school's policies on safeguarding and confidentiality and ensure students understand policies on disclosure of confidential information.
- Make students aware of reliable sources of support both inside and outside the classroom.

Confidentiality and handling disclosures: due to the nature of PSHE/RSE education, learning may result in students seeking advice or support on a specific personal issue. Teachers are aware that they cannot promise absolute confidentiality to students and if a student makes a disclosure procedures set out in the school's Safeguarding (Child Protection) Policy should be followed.

Ground rules and distancing techniques: ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other students. They also help in effectively managing discussions which may lead to strong opinions. At the start of the academic year in their first PSHE/CLEAR lesson, students and teachers develop ground rules together which students are then frequently reminded about.

Examples of ground rules include:

- No one (teacher or student) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.

In lessons, distancing techniques such as stories, scenarios, clips from TV programmes are used. The fictional characters and storylines stimulate discussions whilst 'de-personalising' discussions, allowing students to engage more objectively with the lesson content.

Managing difficult questions: It is important that students feel able to ask any questions that they wish and that their questions are valued. Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE Coordinator if they have any concerns. Teachers may at times use an anonymous questions box for students to ask questions. In dealing with questions teachers should:

- Establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Thank them for the question and check you have understood what they are asking and what they think the answer is
- Give a factual, age-appropriate answer when you can.
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later.
- Set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness.
- Encourage students to write down questions anonymously and post them in a question box. The teacher then has time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the student of the ground rules.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Any safeguarding concerns should be passed on to the Designated Safeguarding Lead in line with school policy.

Resources:

To support teaching staff in the delivery of the PSHE/RSE programme, a wide range of resources and materials are provided. Links to suggested resources are included in the Schemes of Work and made available to teaching staff on the shared Google Drive. These resources are regularly reviewed and updated by the PSHE Coordinator. The shared Google Drive also allows teachers to share resources with each other and guidance documents are also provided here.

Student Voice:

We see the views of students as extremely important in the shaping of our PSHE/RSE Programme to ensure that it meets their needs and priorities. At the start and end of the academic year, students are given the opportunity to share their ideas and opinions on PSHE/RSE education through the use of questionnaires. The results from these are then collated and reviewed by the PSHE Coordinator and are used as part of the annual review of the PSHE programme.

Working with external agencies:

External contributors from the community such as health promotion specialists, community police and fire officers, can make a valuable contribution to enhancing the PSHE/RSE curriculum and may be used at times to enrich students' learning. Where they are used, teachers must always be present during these sessions and remain responsible for the delivery of the PSHE/RSE curriculum. All visitors will be checked in line with the Visitor Policy.

Assessment and reporting:

Assessment in PSHE/RSE focuses on students being given opportunities to reflect on their learning and identify the progress they have made in their understanding and confidence in topics. It is beneficial in increasing students' motivation and improving learning as it increases their awareness of their own progress and this helps to illustrate the value of their learning. It is further useful as a way of teachers feeling confident that learning has taken place and to identify future learning needs. Baseline assessments are used to identify students current level of understanding and opportunities are then given during lessons for students to demonstrate the progress of their learning. Assessment of learning then takes place at the end of the lesson/topic to measure the progress from the baseline assessment. This can be done in various forms and further guidance and examples are provided in the document 'Guidance on Assessing, Monitoring and Reporting on PSHE/RSE'.

Although students are not formally assessed in the subject, assessment is important in identifying students' progress and ongoing needs. Teachers assess students' knowledge and understanding, e.g. information on health and understanding of health and safety procedures through discussions and activities in lessons. Teachers can also assess students in how effectively they use the knowledge, understanding and skills they develop, e.g. through participating in discussions, group activities, resolving conflicts, making decisions and forming positive relationships. Teachers can also observe students' progress of these skills as students apply them in other areas of the curriculum and extra-curricular activities.

As the PSHE/RSE curriculum aims to develop students' personal attributes and skills, PSHE lessons dedicate time to allow students to reflect on this. Students regularly review and reflect on the personal targets which they set themselves each term, these are both personal targets and CLEAR targets. Personal tutor meetings, parents' evenings and reports to parents will include comments on students' progress and attainment in the knowledge, understanding skills and attributes which the PSHE/RSE curriculum aims to develop.

Students' progress is reported to parents in the half term and end of term reports. Students are graded 'Emerging' 'Secure' or 'Advanced' in the subject based on their knowledge and understanding of the topics covered in lessons and a teacher comment is given detailing students' engagement and effort in the subject.

Involving parents and guardians:

We are committed to working with parents and guardians and recognise that they are the prime educators for children and we are committed to working with parents and guardians to build on what students learn at home. We work with parents and guardians by:

- Making this PSHE/RSE policy available via the school's website.
- A letter is sent out at the start of each academic year with details of the PSHE programme and a copy of the curriculum is provided.
- Offer telephone calls/face-to-face meetings to answer any questions they have.

- Notify parents when topics such as puberty and menstrual health will be taught.
- Communicate the fact that they have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Half term and end of term reports.
- Parents online webinars and workshops.

Monitoring and evaluation:

The PSHE/RSE programme will be monitored by the PSHE Coordinator with schemes of work reviewed annually to ensure that the needs of the students are being met and that there is progression and continuity of learning through the school. The programme will be monitored and evaluated in line with statutory guidance and through consultation with parents, teachers of PSHE and students through Student Voice Questionnaires.

Safeguarding:

Due to the nature of the subject, teachers are aware that sometimes disclosures may be made during PSHE/CLEAR sessions. All teaching staff are aware that if a student makes a disclosure then procedures set out in the school's Safeguarding (Child Protection) Policy should be followed. If a member of staff has any concerns about a student, these should be discussed with the Designated Safeguarding Lead.

Role of the PSHE Coordinator:

The Coordinator will:

- Raise awareness amongst all staff of their contribution to students' personal and social development and agree with the overall aims, objectives and priorities of the PSHE programme.
- To develop and lead a creative and inspirational PSHE programme for Year 3 to Year 13 and organise its delivery.
- To liaise regularly with students and staff to continually review and evaluate the PSHE programme to ensure that it remains current, up-to-date and relevant to our students.
- Create a PSHE programme which reflects current government guidance and legislation.
- Establish a shared view of best practice to which all students are entitled.
- Agree the main priorities for the students' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support for staff.
- Identify opportunities for PSHE learning beyond the classroom.
- Monitor and evaluate the programme, including the use of outside agencies, and students' and staff responses to the programme.
- Select, deploy and update resources to support teaching and the delivery of the programme.

Other related policies and accompanying documentation:

All subject policies should indicate their contribution to PSHE in school. These are outlined in departmental handbooks. The following whole-school policies support PSHE education:

- Drug Education and Drug Related Incidents
- Safeguarding and Child Protection
- Equal Opportunities
- Behaviour Management
- Health and Safety

- Anti-Bullying Policy
- SEND Policy
- Online Safety
- Careers Education
- Keeping Children Safe in Education, September 2024
- PSHE whole school audits
- PSHE Curriculum
- PSHE Schemes of Work
- Work Covered Records
- Assessment Documentation
- Results from questionnaires
- Statutory Guidance -
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

Relationships Education (RE) and Relationships and Sex Education (RSE)

As an Independent school we must provide Relationships Education (RE) to all those receiving primary education (Years 3 - 6) and Relationships and Sex Education (RSE) to all those receiving secondary education (Years 7 - 11). This is statutory under sections 34 and 35 of the Children and Social Work Act 2017. Relationships Education (RE) and Relationships and Sex Education (RSE) are taught through the PSHE programme. The statutory requirements do not apply to our Sixth Form, however as part of our PSHE/RSE curriculum, elements of Relationships and Sex Education are taught to these year groups as a way of fully preparing these students for adult life. .

Definition of Relationships Education (RE) - the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Definition of Relationships and Sex Education (RSE) - the focus is on learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should teach young people to understand human sexuality and to respect themselves and others. It equips young people with the information, skills and positive values to have safe, fulfilling relationships and enjoyable relationships and to take responsibility for their sexual health and well-being.

Relationships Education (Years 3 - 6):

In Year 3 - 6, Relationships Education (RE) focuses on the fundamental building blocks and characteristics of positive relationships, focusing on friendships, family relationships, and relationships with other children and adults. Students are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We recognise that by the end of Year 6 many children will already be using the internet and we ensure that teachers address online safety and appropriate behaviour. When teaching about families we ensure that students' circumstances are taken into consideration, recognising that families can take many forms such as those headed by grandparents, single parent families and foster parents.

Relationships Education also develops character traits and positive personal attributes including resilience, helping students believe they can achieve, courage, generosity and trustworthiness. It also creates an opportunity to enable students to be taught about positive emotional and mental wellbeing. students are taught the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. For primary aged students this focuses on boundaries and privacy, understanding that they have rights over their own bodies. Students develop their knowledge on how to report concerns and seek advice when they suspect or know that something is wrong.

As part of our Science Curriculum, Year 5 are taught about puberty and how the human body as it grows from birth to old age. In Year 6, students are taught about human reproduction. Our PSHE/RSE programme complements what is taught in science lessons, for example, students are taught about the emotional changes during puberty and how to access support and information.

The Department for Education's, 'Relationships Education, Relationships and Sex Education (RSE and Health Education)' sets out the content which should be covered by the end of primary school under the following areas:

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

These topics are built into our PSHE programme as shown in the Curriculum Map (Appendix A) and further outlined in the Schemes of Work.

Relationships and Sex Education (Years 7 - 11):

Relationships and Sex Education aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Students are taught about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). This helps students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Effective RSE does not encourage early sexual experimentation but teaches young people to understand human sexuality and how to develop safe, healthy sexual relationships, at the appropriate time.

RSE provides a clear progression from what is taught in primary school Relationships Education and builds on this so that at the appropriate time, students are taught about intimate relationships. Teaching helps students to understand the benefits of healthy relationships to their mental wellbeing. As in Years 3 - 6, students develop character traits and personal attributes such as resilience, honesty, courage, trustworthiness and self-respect. Students are taught about the facts and law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Internet safety is also addressed with students being taught the rules and principles for keeping safe online including how to recognise risks, harmful content and contact, and how and to whom to report issues.

The Department for Education's, 'Relationships Education, Relationships and Sex Education (RSE and Health Education)' sets out the content which should be covered by the end of secondary under the following areas:

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

These topics are built into our PSHE programme as shown in the Curriculum Map (Appendix A) and further outlined in the Schemes of Work.

Right to Withdraw:

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If a parent makes a request, this should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and as appropriate, with the student, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The PSHE Coordinator may also be involved in this process. This process will be documented and a record will be kept. In the discussion with the parents, the headteacher will outline the benefits of receiving this

education and the detrimental effects that withdrawal from lessons may have on the child, e.g. social and emotional effects of being excluded from lessons and the likelihood of the child hearing their peers' version of what was said in class. If after the discussion, the parent would still like the child to be withdrawn, this decision will be respected.

Parents can withdraw their child from sex education up to and until three terms before the child turns 16. After this, if the child wishes to receive sex education rather than be withdrawn, arrangements will be made to provide the child with sex education during one of those terms. Requests to withdraw a student from any sex education delivered in Years 3 - 6, other than part of the science curriculum, will automatically be granted. If a student is withdrawn, they will be provided with appropriate and purposeful work during this period. There is no right to withdraw from Relationships Education. The Curriculum Map (Appendix A) shows what we define as sex education and what parents may request their child to be withdrawn from. All other aspects we see as falling under Health and Relationships Education.