

# All Saints Catholic College



## Relationship and Sex Education Policy

**Approved by:** Governing Body

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## 1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

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

## 2. Intent

We understand the importance of educating pupils about relationships, sex and their health and the need for them to be able to make responsible and well-informed decisions and choices in their lives. We strive to provide our pupils with high-quality and age-appropriate teaching of these subjects. The RSE curriculum at All Saints will be delivered in a factual and inclusive way that allows pupils to ask questions in a safe environment. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussions. Teachers will answer questions sensitively and honestly where they can.

All teaching and learning resources are quality assured by the RSE team which includes, the Head of RE and the Head of PSHE/ RSE. These subject leaders ensure that these materials are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of our SEND pupils. Teachers will ensure lesson content focuses on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. The RSE curriculum will integrate LGBTQ+ content as well as content which focuses on healthy, respectful relationships and how to identify these different types of relationships in all aspects of life.

Our intent is rooted in our school values. Pupils will learn about: Health and Wellbeing, Relationships and safety (both virtually and in real life.) Over the course of the academic year, external visitors will support the

delivery of our curriculum ensuring that all pupils are engaged and informed with up to date relevant information.

### 3. Statutory requirements

As a secondary academy, we must provide RSE to all pupils 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

At All Saints Catholic College, we teach RSE as set out in this policy.

As part of implementing the RSE curriculum, schools must consult with the children, parents, staff and governors to ensure there is a general consensus on our approaches to this policy and the curriculum content.

Consultation on the content of RSE happened in May 2021 with all parents being able to access the appropriate resources. A further consultation occurred in June 2024, with parents being provided with the policy, curriculum overview, useful links to DfE documentation and an ability to access the Diocesan approved resources that are used within curriculum delivery.

Parents of Year 7 will also be given the opportunity each year, to ensure that there is a consensus, understanding and opportunity to contribute to our approaches to the policy and curriculum content. Parents are asked to contact school if they have any questions regarding the content of RSE.

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

Our Curriculum offer is compliant with the expectations as stated by the Department for Education and is taught using the Diocesan approved resources from Ten: Ten within the 'Life to the Full' schemes of learning:

<https://www.tentenresources.co.uk/>

We have developed the curriculum in consultation with parents, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

A copy of the Curriculum Map can be found in Appendix 1.

### 6. Delivery of RSE

The teaching of RSE takes place in PSHE and is delivered by our team of Form Tutors for 1 hour per week within period 1, for Years 7-11.

The school continues to follow the Bishop's direction on 10% RE teaching.

Parents can access the RSE resources to review content using the link on the College website and requesting the Parental Password through the school's main office.

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
- Protected characteristics in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability.
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
  - Give careful consideration to the level of differentiation needed

## 6.2 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an 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 pupils. 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 pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

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 they're going to say
- 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 won't, 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

## 8. Roles and responsibilities

### 8.1 The Governing Board

The governing board will hold the Headteacher to account for the implementation of this policy.

## **8.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

## **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 Headteacher.

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

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 headteacher will discuss the request with parents and take appropriate action.

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

## **10. Training**

Staff will be trained on the delivery of RSE and this is included in our continuing professional development calendar.

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

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Ms Hitchen and Mr Allman through:

- Learning Walks, Pupil voice and planning scrutinies

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

This policy will be reviewed by the Governors annually.

## Appendix 1: Curriculum map for PSHE and Relationships and Sex Education

### Relationships and Sex Education Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Mental Wellbeing <ul style="list-style-type: none"> <li>•Transition</li> <li>•10:10 Who am I</li> <li>•Personal Identity</li> <li>•Resilience</li> <li>•Anxiety and depression</li> <li>•BHM</li> <li>•Self-assessment</li> </ul>	Staying safe <ul style="list-style-type: none"> <li>•Dealing with anger</li> <li>•First Aid</li> <li>•Anti-Bullying</li> <li>•Respecting others</li> <li>•Healthy Eating</li> <li>•What is citizenship</li> <li>•Self-assessment</li> </ul>	Families <ul style="list-style-type: none"> <li>•Types of relationships</li> <li>•10:10 Families and friends</li> <li>•<b>Marriage and families</b></li> <li>•10:10 Health inside and out</li> <li>•10:10 Changing bodies</li> <li>•Mental Health awareness</li> </ul>	Relationships <ul style="list-style-type: none"> <li>• Multiculturalism</li> <li>• Road Safety</li> <li>• Online presence</li> <li>• 10:10 Cinema in education part:               <ol style="list-style-type: none"> <li>1 Facts of Life</li> <li>2 Seeking and Offering Support</li> <li>3 Looking in the Mirror</li> </ol> </li> <li>•10:10 Where we come from</li> </ul>	Relationships <ul style="list-style-type: none"> <li>• 10:10 Family and Friends</li> <li>• British Values - Identity and diversity</li> <li>• <b>Protected characteristics LGBTQAI</b></li> <li>• <b>Racism</b></li> <li>• British Values – Multicultural Britain</li> <li>• Wants and needs</li> </ul>	Resilience <ul style="list-style-type: none"> <li>• 10:10 My life on screen</li> <li>• 10:10 Living Responsibly</li> <li>• 10:10 Close assessment</li> <li>• Careers</li> <li>• Aspirations</li> <li>• Human Trafficking</li> </ul>
Year 8	Safety, Health and fitness <ul style="list-style-type: none"> <li>•Core values on motivation</li> <li>•<b>Protected characteristics – hate crimes</b></li> <li>•Homophobia</li> <li>•Importance of exercise</li> <li>•Healthy eating</li> <li>•10:10 Appreciating differences</li> <li>•Black History Month</li> <li>•Self-assessment</li> </ul>	Health and prevention <ul style="list-style-type: none"> <li>•Safety in the community</li> <li>•Anti-Bullying</li> <li>•How to keep healthy - Smoking</li> <li>•The importance of sleep</li> <li>•Communication skills</li> <li>•Global Citizenship</li> <li>•Self-assessment</li> </ul>	Internet Safety <ul style="list-style-type: none"> <li>• 10:10 Created and Chosen</li> <li>• <b>Risky Behaviours and situations</b></li> <li>• Knife crime</li> <li>• Gambling awareness</li> <li>• 10:10 Trouble with Max</li> </ul>	Online media <ul style="list-style-type: none"> <li>•10:10 Trust the Truth</li> <li>•Entrepreneur</li> <li>•Budgeting</li> <li>•Gambling</li> <li>•Voting</li> <li>•10:10 Appreciating differences</li> <li>•10:10 Think Before You Share</li> </ul>	Being Safe <ul style="list-style-type: none"> <li>• <b>10:10 Tough relationships (protected characteristics)</b></li> <li>• 10:10 Feelings</li> <li>• 10:10 Think before you share</li> <li>• <b>Criminal Exploitation county lines</b></li> <li>• <b>Prejudice and discrimination</b></li> <li>• <b>FGM</b></li> <li>• Mental health Managing Conflict</li> <li>• 10:10 Before I was born</li> </ul>	Wider world <ul style="list-style-type: none"> <li>• 10:10 Wider World</li> <li>• <b>Consent</b></li> <li>• Mental Health</li> <li>• Eating disorders</li> <li>• Careers</li> <li>• The Justice system</li> <li>• Human rights</li> </ul>

Year 9	<p>Drugs Alcohol and Tobacco</p> <p>Hate Crime</p> <ul style="list-style-type: none"> <li>•Drugs and the Law</li> <li>•Alcohol</li> <li>•Substance Misuse</li> <li>•Smoking and vaping</li> <li>•How parliament works</li> <li>•Black History Month</li> <li>•Self-assessment</li> </ul>	<p>Financial Choices</p> <ul style="list-style-type: none"> <li>•Safety in the Community</li> <li>•Resisting Peer Pressure</li> <li>•Cost of living</li> <li>•Money management</li> <li>•Money, savings and loans</li> <li>•Critical thinking</li> <li>•Self-assessment</li> </ul>	<p>Choices and Pathways</p> <ul style="list-style-type: none"> <li>•Growth mindset</li> <li>•Digital footprint</li> <li>•Qualifications</li> <li>•Year 9 options</li> <li>•Xello</li> <li>•Options – School Subjects</li> <li>•Careers Pathways</li> </ul>	<p>Wider world</p> <ul style="list-style-type: none"> <li>• LGBTQAI+</li> <li>• Forced Marriage</li> <li>• Acid attacks</li> <li>• Employability skills</li> <li>• Literacy and numeracy skills</li> <li>• Neurodiversity week</li> </ul>	<p>Intimate relationships</p> <p>Adolescents</p> <ul style="list-style-type: none"> <li>• Success with rules</li> <li>• Alcohol awareness</li> <li>• Sexting</li> <li>• 10:10 The Search for Love</li> <li>• 10:10 Love People, Use Things</li> <li>• 10:10 100% Consent</li> <li>• 10:10 Knowing my Rights and Responsibilities</li> <li>• 10:10 Cinema in Ed Part 1- Love, Honour and Cherish Part 2+3 - The gift of Sex</li> </ul>	<p>Adolescents</p> <ul style="list-style-type: none"> <li>• Male body image</li> <li>• Cancer awareness</li> <li>• Extremism PREVENT</li> <li>• Smoking and vaping</li> <li>• 10:10 Marriage</li> <li>• 10:10 In Control of my Choices</li> <li>• 10:10 Fertility and Contraception</li> <li>• 10:10 Close assessment</li> </ul>
Year 10	<p>Families</p> <p>Developing Learning Skills</p> <ul style="list-style-type: none"> <li>•Mental Health – Managing Transition</li> <li>•Being a Citizen</li> <li>•10:10 Self Image</li> <li>•10:10 Parenthood</li> <li>•Study</li> <li>•BHM</li> <li>•Tattoos and piercing</li> <li>•Self-assessment</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>•Money, savings and loans</li> <li>•Sexism and ableism</li> <li>•10:10 Babies 1</li> <li>•Diversity in Britain</li> <li>•10:10 Unexpected Pregnancy</li> <li>•10:10 Safe Sex or Save Sex</li> <li>•Mental Health</li> </ul>	<p>Personal safety</p> <ul style="list-style-type: none"> <li>•The sleep factors</li> <li>•Mental Health</li> <li>•Extremism</li> <li>•10:10 Solidarity</li> <li>•10:10 Values, Beliefs and Attitudes</li> <li>•Neurodiversity</li> <li>•10:10 Abuse</li> </ul>	<p>Self-development</p> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>•10:10 Authentic Freedom</li> <li>• 10:10 Post Assessment</li> <li>• Mental Health</li> <li>•Gambling</li> <li>• Mental Health</li> </ul>	<p>Health and safety</p> <ul style="list-style-type: none"> <li>• Neurodiversity</li> <li>• County lines</li> <li>• Binge drinking</li> <li>• Body shaming</li> <li>• STEM</li> <li>• Forced marriage</li> <li>• Work experience preparation</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>• GMACS</li> <li>• Applying to college and university</li> <li>• Work Experience Preparation</li> <li>• Work Experience</li> <li>• Work Experience Review</li> <li>• Independent living</li> <li>• Internet safety</li> <li>• Fake news and critical thinking</li> <li>• Steps for Year 11</li> </ul>



Year 11	Choices and Pathways / Employment Rights and Responsibilities <ul style="list-style-type: none"> <li>• Preparation for Post 16</li> <li>• College applications</li> <li>• The Range of Opportunities</li> <li>• GMACS</li> <li>• Application Support</li> <li>• The sleep factors</li> <li>• Study skills</li> </ul>	Work and Careers <ul style="list-style-type: none"> <li>• GMACS</li> <li>• Application Support</li> <li>• Study skills</li> </ul>	Relationships and Sex <ul style="list-style-type: none"> <li>• 10:10 Cinema in Education: 1 Truth and Lies 2 + 3 Truth or Lies</li> <li>• 10:10 – STI's</li> <li>• 10:10 Pregnancy and Abortion</li> <li>• 10:10 Fertility and Birth Control</li> <li>• 10:10 Coercive Control</li> <li>• Violence against Women and Girls. Consent</li> </ul>	Health prevention and being safe <ul style="list-style-type: none"> <li>• 10:10 Parenting</li> <li>• Interview Skills and Personal Statements</li> <li>• 10:10 Assessment</li> <li>• Revision Techniques</li> <li>• 10:10 Addictions</li> <li>• Dealing with Stress Mental Health – Coping Strategies</li> </ul>	Careers / Wider world <ul style="list-style-type: none"> <li>• Consequences of Drugs</li> <li>• Managing Financial Risks</li> <li>• Developing Life Goals</li> <li>• Study skills</li> <li>• GMACS</li> <li>• Types of Government</li> <li>• UK Political System</li> <li>• World Political Systems</li> </ul>	
		Health and staying safe <ul style="list-style-type: none"> <li>• 10:10 Assess and Self Worth</li> <li>• 10:10 Eating Disorders and Addictions</li> <li>• Body Image</li> <li>• 10:10 Pornography</li> </ul>				

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

TOPIC	PUPILS 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>
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	PUPILS 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	PUPILS 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 child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

