



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Policy: Relationship and Sex Education Policy

Member of Staff Responsible

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Relationship and Sex Education Policy

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1. Rationale, Ethos and Aims

The aims of relationships and sex education (RSE) at Harrogate Grammar 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 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
- Ensure RSE fosters an appreciation and awareness of gender equality and LGBTQ+ equality for all students
- Ensure that RSE is inclusive and meets the needs of all of our students

At Harrogate Grammar School we believe that 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, exploring issues and values and is not about the promotion of sexual activity. We view the partnership of home and school as vital in providing the context of discussing and promoting awareness of RSE education as we want students to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts. We want our students to be independent but consider others, acting responsibly, safely and sensitively so that both they and wider society benefit.

2. Statutory requirements/Legislation

We are required to teach RSE as part of the revised Department for Education statutory guidance which states that from summer 2021 all secondary schools must deliver relationship and sex education.

The RSE policy supports the following policies:

- [Bereavement Policy](#)
- [Bullying and Harassment Policy](#)
- [Equality Policy](#)
- [Relationships and Behaviour Policy](#)
- [Safeguarding Policy](#)
- [Spiritual, Moral, Social and Cultural Policy](#)
- [Substance Use and Misuse Policy](#)

Documents which have informed the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education (2020) – Statutory safeguarding guidance
- Children and Social Work Act (2017)

3. Policy development

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

1. Review – a member of staff (Personal Development Coordinator) has completed an audit review of existing provision and gathered all relevant information including national and local guidance to inform the planning for and delivery of the new RSE curriculum
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/Carer consultation – parents and carers were able to view the policy and make recommendations
4. Student consultation – we investigated what pupils want from their RSE programme
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Roles and responsibilities

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

The Headteacher – The Headteacher and SLT Lead Deputy Headteacher are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

The Personal Development Coordinator – The RSE programme will be led by the Personal Development Coordinator who will be responsible for creating and providing the schemes of work and resources for each year group as well as providing training and support for form tutors and year managers throughout the year.

Staff/Form Tutors – Staff/Form Tutors are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, responding to the needs of individual students and responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSE however staff who have concerns about teaching RSE are encouraged to discuss this with the Personal Development Coordinator or Deputy Headteacher who will provide additional support as required.

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

5. Curriculum Design and Delivery of RSE

RSE will be taught within Key Stage 3 and 4 'The Big Picture' Personal Development lessons and will be an integral part of our school PSHE education provision. Biological aspects of RSE are taught within the science curriculum and other aspects are included in Religious Education (RE).

'The Big Picture' RSE lessons will be matched to the needs of our students and focus on providing young people with the information they need to help them develop healthy, nurturing relationships of all kinds including families, respectful relationships which include friendships, online and media, being safe, intimate and sexual relationships, which also includes sexual health. These areas of learning will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively on the different structures of support which some students will have around them (for example: looked after children or young carers).

The RSE programme will be delivered through a range of teaching methods and activities with the use of high-quality resources provided by the Personal Development Coordinator who reviews these resources annually based on feedback from staff and students. Differentiated resources will also be provided and the Personal Development Coordinator will liaise with the SENCO to ensure that RSE is matched to the needs of all students.

The RSE curriculum is set out as per Appendix 1 and the Big Picture Personal Development Curriculum Map is set out per Appendix 2 (which may need to be adapted as and when necessary).

6. Safe and Effective Practice

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, could lead to a disclosure of child protection concerns. HGS staff are required to complete statutory safeguarding training in line with the 'Keeping Children Safe in Education' statutory guidance and would therefore consult with the designated safeguarding lead if required if there are any concerns about a student. Form Tutors are expected to create a safe learning environment by agreeing ground rules for RSE and Big Picture lessons with students and are provided with training and resources for this by the Personal Development Coordinator at the start of the year. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner and will be supported by the Personal Development Coordinator if they require advice on using a range of teaching techniques. Form tutors can also request the opportunity to plan the delivery of RSE lessons or team teach with the Personal Development Coordinator.

7. Monitoring and Evaluation

RSE provision will be monitored as part of 'The Big Picture' programme annual review which will include the Personal Development Coordinator, Deputy Headteacher, Form Tutor feedback and student voice. Form tutors will be expected to provide feedback for the Personal Development Coordinator about the RSE topics and themes discussed during Big Picture lessons and to also monitor students' development in RSE as part of our internal assessment systems. Students will have the opportunity to review and reflect on their learning in RSE lessons by completing their year group specific Big Picture PSHE/RSE online surveys which are used as part of the process for monitoring the impact and effectiveness of the RSE provision and content in Years 7-11. Student voice, including for example attendance by the Personal Development Coordinator at year council meetings and Senate meetings when required, will also be influential in adapting and amending future learning activities. This provides, therefore, students with the opportunity to evaluate and shape the RSE programme at HGS.

8. Engaging Stakeholders and Parents/Carers Right To Withdraw

Relationships and sex education is part of all students' education and it is hoped that all will participate. Parents/carers will be informed about the RSE policy and Big Picture curriculum at the start of each academic year and it will be available on the school website as we are committed to working closely with parents and carers to ensure that they are aware of what is being taught. The science curriculum in all maintained schools also includes content on human development, including reproduction, with which there is no right to withdraw from. The school however acknowledges that, under the DFE Sex and Relationship Guidance for 2020, parents have the right to withdraw their children from the non-statutory 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 teaching in one of those three terms (unless there are exceptional circumstances). Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher and Personal Development Coordinator. A copy of withdrawal requests will be placed in the student's educational record. This will be discussed with parents and alternative work will be given to students who are withdrawn from sex education.

9. Review Process

As part of HGS's commitment to effective RSE provision, this policy will be reviewed every year to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1

Relationships and Sex Education (RSE): Secondary

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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.

By the end of secondary school students are expected to know the following which continues on from the RSE curriculum in primary schools:

By the end of primary school:

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

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| <p>Respectful relationships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| <p>Online relationships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. |
| <p>Being safe</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. |

By the end of secondary school schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content:

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| <p>Families</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. |
| <p>Respectful relationships, including friendships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. |
| <p>Online and media</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. |

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| | <ul style="list-style-type: none"> • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. |
| Being safe | <p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). |
| Intimate and sexual relationships, including sexual health | <p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. |

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| | <ul style="list-style-type: none">• how the use of alcohol and drugs can lead to risky sexual behaviour.• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
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Appendix 2 - Harrogate Grammar School, Key Stage 3 and Key Stage 4 Personal Development and RSE



Big Picture Key Stage 3 and Key Stage 4 2024/2025

Curriculum Planning Document

Year 7 to 11 Big Picture Themes:

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| <p style="text-align: center;">Year 7</p> <ul style="list-style-type: none"> • Managing Change (MC) • Friends, Respect & Relationships (FRR) • Life Beyond School (LBS) • Puberty And Body Development (PBD) • Staying Safe Offline & Online (SOO) • Careers Education (CE) • Celebrating Differences (CD) • Politics & Parliament (PP) | <p style="text-align: center;">Year 8</p> <ul style="list-style-type: none"> • Physical Health & Mental Wellbeing (PHMW) • Staying Safe Offline & Online (SOO) • Proud To Be Me (PTBM) • Identity, Relationships & Sex Education (IRSE) • Dangerous Society Online & Offline (DSOO) • Careers Education (CE) • Equality & Diversity Explored (EDE) • Law, Crime & Society (LCS) | <p style="text-align: center;">Year 9</p> <ul style="list-style-type: none"> • Sex, The Law & Consent (STLC) • Contraception & STIs (CSTI) • Body Confidence (BC) • Essential Life Skills (ELS) • Careers Education (CE) • Legal & Illegal Drugs (LID) • Combatting Extremism & Terrorism (CET) • Staying Safe Offline & Online (SOO) • Law, Crime & Society (LCS) |
| <p style="text-align: center;">Year 10</p> <ul style="list-style-type: none"> • Mental Health & Wellbeing (MHW) • Exploring Relationships & Sex Education (ERSE) • Violence, Crime & Seeking Safety (VCSS) • Rights & Responsibilities (RR) • Careers Education (CE) • Exploring British Values (EBV) • Exploring World Issues (EWI) | | <p style="text-align: center;">Year 11</p> <ul style="list-style-type: none"> • Careers Education Including Post-16 Options (CE) • Your Future & Beyond (YFB) • Staying Safe (SS) • Sexual Health (SH) • Adult Health & Looking After Yourself (AHLAY) |


















Year 7 to 11 Autumn Term Big Picture Topics 2024/2025

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| <p>Year 7</p> <ul style="list-style-type: none"> • Getting to know people • Respect and relationships • What makes a good friend? • Consent and boundaries • Friendships and online relationships • Pressure, influence and friends • Being positive • Proud to be me • Introduction to puberty • Growing up and FGM • Personal hygiene • Tooth decay and dental hygiene • Self-esteem | <p>Year 8</p> <ul style="list-style-type: none"> • What is mental health? • Health and wellbeing • Stress management • Positive body image • Healthy eating and cholesterol • Types of bullying • Knife crime and safety • Self-Esteem and the media • Healthy respectful relationships • Dealing with conflict • Being yourself and self-love • The Water Safety Code • Looking After Ourselves | <p>Year 9</p> <ul style="list-style-type: none"> • Sexual consent • Relationships and partners • FGM and the law • Domestic abuse and domestic violence • Sexual harassment & stalking • Contraception explored • Contraception explored further • What are STIs? • Treating STIs and the clinic • Assertiveness • How self-esteem changes • Media and airbrushing • Social media and online stress |
| <p>Year 10</p> <ul style="list-style-type: none"> • Promoting emotional wellbeing • What is mental health? • Why do we talk about screen time? • Self-harm awareness • Managing thoughts and feelings including suicide awareness • Unhealthy relationships and sexual abuse • Child sexual abuse • Honour based violence • Modern day slavery • Influence of the media • Social media validation • Consequences of sexting • Personal Safety | <p>Year 11</p> <ul style="list-style-type: none"> • Post-16 pathways • Planning for the future • Making Post 16 applications • Interview preparation • Personal branding • Producing a standout CV • Virtual work experience opportunities • Exam stress and anxiety • Screen addiction and studying • From failure to success • Peer on peer bullying • Alcohol, parties and bad choices | |



Year 7 to 11 Spring Term Big Picture Topics 2024/2025

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| <p>Year 7</p> <ul style="list-style-type: none"> • Avoiding gangs and criminal behaviour • Staying safe online • Online gaming, grooming and addiction • Sleep and relaxation • Energy drinks and caffeine • E-cigarettes and vaping • Personal qualities and skills • Career management • Making decisions and managing risk • Finding careers information • A day in the life of.... • Smart target action points    | <p>Year 8</p> <ul style="list-style-type: none"> • Alcohol safety • Nicotine and smoking • Substance misuse • County lines and gangs • Child exploitation and online protection • Child abuse • Making decisions revisited • Qualifications and pathways • What is Labour Market Information (LMI)? • Exploring possibilities • Volunteering and social action • Financial Education    | <p>Year 9</p> <ul style="list-style-type: none"> • Choosing GCSE Options • Jobs and occupations • Understanding the workplace • Diversity, equality and stereotyping • Enterprise and employability skills • Saving and managing your money • Different types of addictions • What is a drug? • Drug classifications • Exploring illegal drugs • Volatile substance abuse • Party drugs and illegal drugs    |
| <p>Year 10</p> <ul style="list-style-type: none"> • Online gambling • Targeted advertising • Instagram and TikTok generation • Pornography and the impact on society • Keeping your data safe • Consumer rights • Growing throughout your life • Personal brand building • Long term career planning • Applying for jobs • Working hours for ages 15-18 • Exploring a pay check    | <p>Year 11</p> <ul style="list-style-type: none"> • Substance addiction • Psychoactive substances • Festivals and nitrous oxide • Social media vs real life • Respect, love and relationships • Love and abuse • Importance of sexual health • Revisiting contraception • Teenage pregnancy choices • Revisiting STI's • Fertility and what impacts it • Cancer awareness    | |



Year 7 to 11 Summer Term Big Picture Topics 2024/2025

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| <p style="text-align: center;">Year 7</p> <ul style="list-style-type: none"> • What is your identity? • What is a community? • Prejudice and discrimination • Breaking down stereotypes • Why do we talk about disabilities? • How is our country run? • Politics, debates and parliament • Elections and campaigning • Creating a political party and Year 7 class mock elections • Year 7 First Aid Part 1 – why do we all need to know about CPR and how to help others? • Year 7 First Aid Part 2 – having the confidence to help others who need first aid in different situations <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> | <p style="text-align: center;">Year 8</p> <ul style="list-style-type: none"> • Equality Act & protected characteristics • Removing barriers and equality for all • Gender Equality • Racism and discrimination • Ableism and disability discrimination • Building community spirit • Decision making and constitution • Criminals, law and society • Law making process in the UK • Prisons, reform and punishment • First Aid and CPR – the skills you will need to help others Year 8 reminder lesson <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> | <p style="text-align: center;">Year 9</p> <ul style="list-style-type: none"> • Extremism in all its forms • The radicalisation process • What is terrorism? • Counter terrorism • War and conflict • Conspiracy theories and narratives • Dealing with grief and loss • Cancer prevention and healthy lifestyles • Resilience: failure to success • Desert Island living • First Aid and CPR – the skills you will need to help others Year 9 reminder lesson <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> |
| <p style="text-align: center;">Year 10</p> <ul style="list-style-type: none"> • Exploring British Values • Rights and responsibilities • Hate crime in the UK • Democracy explored • Critical thinking and fake news • What are human rights? • Virtual work experience opportunities • International organisations • Fairtrade and Free Trade • First Aid and CPR – the skills you will need to help others Year 10 reminder lesson <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> | <p style="text-align: center;">Year 11</p> <ul style="list-style-type: none"> • Virtual reality and live streaming • Cosmetic and aesthetic procedures • Organ and blood donation • First Aid and CPR – the skills you will need to help others Year 11 reminder lesson <div style="text-align: center;"> </div> | |

Appendix 3

Parent Form For Withdrawing Students From Sex Education As Part Of The RSE Curriculum

TO BE COMPLETED BY PARENTS

| | |
|----------------|------|
| Name of child | Form |
| 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

Date

TO BE COMPLETED BY SCHOOL

Agreed actions from discussions with parents

Staff Signature

Date