Relationships and Sex Education Policy

(from 2021)

Updated in line with statutory changes 2026

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Document Detail	
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Intent

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

Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are 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.

At Rudheath Senior Academy we teach RSE as set out in this policy.

Policy development

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

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

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.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

For more information about our RSE curriculum, see Appendices 1 and 2.

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.
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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers

Roles and responsibilities

The governing board

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

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.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- 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
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

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.

Form tutors are responsible for teaching RSE in the school: if a parent or guardian is unsure of the student's form tutor, this information can be found on the school website.

Pupils

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

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 4 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher, or a teacher delegated by the headteacher, will discuss the request with parents and take appropriate action. In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

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

Training

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

The 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.

Monitoring arrangements

The delivery of RSE is monitored by Richard Russell through:

- planning scrutiny,
- learning walks,
- Book scrutiny
- Lesson observations

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

This policy will be reviewed annually by Jemma Morrell, Assistant Headteacher and Designated Safeguarding Lead. At every review, the policy will be approved by the governing board chaired by Stephen Klein

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	**SRE- About you- Puberty** • Emotional well-being – Love yourself / Body confidence/ Anti bullying • Friendships, relationships and reconciliation • Online & On-street Safety
Year 8	**SRE- About you- Puberty, relationships and well being** • Relationships – sexting/ recognising abuse • Exploring sexism and racism • Cyberbullying / Peer pressure/ sexting
Year 9	**SRE- About you- Puberty, relationships and well being** • Body image – Your body, your image • Relationships, Abuse and consent • SRE- Consent/ Recognising abuse
Year 10	**SRE- About you- Let's talk Sex Ed** • LGBTQ+ • Nudes and Porn • Digital Safety – IT rules/ trolling

YEAR GROUP	TOPIC/THEME DETAILS
Year 11	**SRE- About you. Sexual harassment / Grooming/ Blackmail** • Love and sex – recognising abuse • Staying safe- Drugs/ abuse/ the law

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

TOPIC	PUPILS SHOULD KNOW
Families	That there are different types of committed, stable relationships How these relationships might contribute to wellbeing, and their importance for bringing up children Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children That forced marriage and marriage before the age of 18 are illegal How families and relationships change over time, including through birth, death, separation and new relationships. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers •

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)

	• That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: o Sexual violence, including rape and sexual assault o Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language o Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour

	○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Rudheath Senior Academy's holistic approach to Relationship and Sex Education (RSE)

The DofE recommend that the RSE/ PSCHE programme is encouraged holistically across all academic subjects, rather than addressed separately one PSCHE lesson. At RSA every faculty contributes to many aspects of RSE. We believe that all subjects have a responsibility to explore and challenge traditional and existing viewpoints regarding RSE. For example, every teacher uses role models of different genders, sexualities, cultures and religions in their teaching and if a discussion on LGBTQ+ discrimination arises, for example, in English or Maths it is challenged there and then.

How, where and when is Relationship and Sex Education (RSE) taught across each faculty at Rudheath Senior Academy

Religious Education (RE)	**English**	**Science**
PSHE and RE work coherently to develop SRE holistically across all year groups. The sequencing of each curriculum builds on prior and current knowledge whilst allowing pupils to discuss a variety of topics in a different context and debate different cultural and religious perspectives. For example, exploring the viewpoints of	**Year 8 and 9** In years 8 and 9, pupils study the content and delivery of topical speeches, this includes a speech made by Malala Yousavsai, an activist for women's rights and girl's education plus a speech made at the UN about the rights of LGBTQ people and the	**Year 7** Human Reproduction. The pupils explore adolescence, the reproductive system, fertilisation, development of a foetus, the menstrual cycle and how puberty impacts each stage and effects the physical and mental development.

marriage and abortion within Christianity, Judaism and Islam allows students to see the international as well as local picture. **Year 9** Whilst exploring practices within Christianity, pupils receive an age-appropriate explanation of abortion and euthanasia as well as having the opportunity to discuss non-religious viewpoints and approaches towards equality. For example, feminist perspectives on society and issues of race are discussed. **Year 10** RE looks at what 'family', 'marriage' and 'divorce' means to different cultures and religions and explores how different faiths accept, teach and welcome LGBT+ relationships. Same sex marriages are also discussed. Islamic and Christian viewpoints regarding sex before marriage and adultery are also discussed and challenged as is contraception. Gender equality is challenged and traditional Islamic and Christian views on this topic are explored before modern viewpoints are introduced. The reasons and impact of Female genital	violence and discrimination they face in different parts of the world. These speeches act as a platform for open discussion and debate about each topic. **Year 10/ 11** The topic of consent is addressed in the teaching of 'An Inspector Calls' and how the perception of this has changed. We look at this critically through a feminist perspective of the male and female characters in the play and the role they play in the suicide of a young woman. We also look at gender expectations and norms in the Jacobean era and how they would be perceived then and now within Macbeth.	**Year 8, 9 and 10** The pupils analyse the effects of drugs and alcohol and an unhealthy diet on a human beings physical and mental state plus their decision making. They also explore the benefits of a healthy diet on living a long and healthy life. **Year 10** STIs (microbe science and symptoms) and their impact on wellbeing are explained. pupils are then given an opportunity to discuss and debate prevention. **Y11 - GCSE.** The pupils explore conception, contraception and the menstrual cycle plus the effect of hormones in more detail. Pupils discuss and debate the ethical decisions (abortion) through informal starter tasks and plenaries. Sex cells division and chromosomes i.e., genetics and fertilisation are also taught in preparation for their exam.

mutilation (FGM) are discussed and debated when appropriate. **Year 11** Gender and sexuality prejudice and discrimination provide the foundation for important discussion and debate. Christian and Muslim viewpoints are challenged, and positive discrimination is explored within society and the workplace. The status of women within both religions is explored as is the treatment of women is Islam. EG- The use of the hijab.		
Drama	**History**	**Media Studies**
Year 8 Summer term- the script is 'A Monster Calls' by Patrick Ness adapted by Sally Cookson is explored. Although not BAME or LGBT+ directly it is about a boy who is dealing with his mum's terminal illness, So it deals with death, denial, acceptance, mental health, Isolation, family and friendship and growing	**Year 9** Pupils learn about the suffragette movement and how women fought for the right to vote in public elections and for equality. The impact is analysed and comparisons with modern day society are explored. The impact and use of women in World War	**Media Studies- KS4** The sexual objectification of women in several media prints are analysed and debated. The Spectre – James Bond print has women in bikinis on it and provides a fantastic foundation for discussion on this topic.

up. **Year 9** The play text 'Game Over' by Mark Wheeller is explored. This is a verbatim play so uses the words of the family and friends involved in a real incident of online grooming. It deals with the potentially disastrous side effects of social media and how to keep safe online by recognising the signs of grooming and exploitation. We also create and analyse 'Theatre' using a range of different themes and stimuli such as sexual harassment, consent and tolerance and expectance of diversity. **GCSE DRAMA** The pupils explore Emma Rice at GCSE who as a drama director and practitioner, challenges views of sexuality and gender within her work.	1 is analysed and their roles explored. A variety of sources are scrutinised to evaluated and interpret the advantages and disadvantages of using women. Rosa Park's importance and influence on the American Civil Movement (1950-63) is assessed and discussion and debate is facilitated. **Year 10** Pupils explore how the political and economic recovery during 1918-1929 led to a period of social change in the position of women in Germany. Pupils look at the Nazi policy towards women during 1933-1939, examining how the roles of women changed in German society.	We also analyse the front of a Pride magazine and therefore investigate the representation of sexuality in the media. These are both taught through the advertisement and marketing SOW in Y10 Autumn 1 and Autumn 2.
Music	**Food Technology and IT/ Business BTEC**	**Physical Education and BTEC Sport**
Musical role models from all cultures and backgrounds are celebrated and explored, including LGBTQ+ musicians such as Sam Smith, Freddie Mercury and Elton John.	Gender stereotypes are challenged, and inclusivity and aspirations are encouraged.	Sporting role models from all cultures and backgrounds are celebrated and explored, including LGBTQ+ athletes such as Tom

All after school clubs are mixed gender and pupils of all genders and sexualities are encouraged to attend. There are no outsiders. Everybody is welcome	For example, Anita Roddick is used as a role model within business.	Daley, Nicola Adams, and Megan Rapinoe. All after school clubs are mixed gender and pupils of all genders and sexualities are encouraged to attend. There are no outsiders. Everybody is welcome
PSCHE	**Maths**	**ACTion and REACTion drama clubs**
In addition to the RSE and PSCHE curriculum we welcome guest speakers such as; • Bronnie- Rock star who discusses LGBTQ+ and positive wellbeing. • Nurse Helen who delivers an interactive workshop on contraception, consent and STI's to year 9/10. • Oddballs Foundation who discusses testicular cancer to all students in years 9, 10 and 11.	**<u>Year 9</u>** Alan Turing was a master codebreaker in World War 2 and played a crucial role in cracking intercepted coded messages which contributed to the allies winning the war. In 1952 he went to jail for being homosexual. We explore the social injustice and how Britain has moved on in the acceptance of LGBTQ+. As we celebrate Turing's life and work we set year 9 a codebreaking mathematical challenge!	**<u>Spring term</u>** Pupil's link and liaise with the anti-bullying ambassador team to perform a piece about bullying and inclusivity.

Appendix 4: 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	*Include notes from discussions with parents and agreed actions taken.* *Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom*