



WESTHOLME

# Relationships and Sex Education

Reviewed: **August 2024**  
Date of next review: August 2025  
Produced by: Deputy Head, Head of Prep  
Reviewed by: PSHE Coordinator  
Subject to approval by EDCOM- October 2024

To be read in conjunction with the following policies:

Safeguarding Policy  
First Aid Policy  
Anti-Bullying Policy  
Educational Visits Policy  
EYFS Documents  
Health & Safety Policy  
Online Safety Policy  
Acceptable Use Policy  
SEND Policy  
Equal Opportunities Policy  
Behaviour Management Policy  
PSHE Policy

## Monitoring, evaluation, and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **1 Introduction**

- 1.1 The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities, and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships education and relationships and sex education programme.
- 1.3 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.4 The School recognises an aim of this policy is to help to create a culture of safety, equality, and protection.

## **2 Scope and application**

- 2.1 This relationships education and relationships and sex education policy applies to the primary (Prep) and secondary age (Seniors) phases of the School.
- 2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary, voluntary staff and helpers) and pupils of the School.

## **3 Regulatory framework**

- 3.1 This policy has been prepared to meet the School's responsibilities under:
  - 3.1.1 Education (Independent School Standards) Regulations 2014;
  - 3.1.2 Education and Skills Act 2008;
  - 3.1.3 Education Act 2011;
  - 3.1.4 Children Act 1989 and 2004;

- 3.1.5 Equality Act 2010;
  - 3.1.6 Children and Families Act 2014;
  - 3.1.7 Children and Social Work Act 2017;
  - 3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 Relationships education, relationships and sex education and health education (DfE, June 2019);
  - 3.2.2 Keeping children safe in education (KCSIE) (DfE, May 2024);
  - 3.2.3 Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, updated February 2024)
  - 3.2.4 Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, updated March 2024);
  - 3.2.5 Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021);
  - 3.2.6 Searching, screening, and confiscation: advice for schools (DfE, July 2022);
  - 3.2.7 Respectful School Communities Self-Review and Signposting Tool Kit (DfE, September 2021);
  - 3.2.8 Tom Bennett independent review of behaviour in schools (March 2017);
  - 3.2.9 Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft Relationships education and relationships and sex education (RSE) and health education guidance;
  - 3.2.10 Relationships, sex, and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education;
  - 3.2.11 Plan your relationships sex and health curriculum (DfE, updated February 2022);
  - 3.2.12 Teaching about relationships, sex-and health (DfE, September 2020); and
  - 3.2.13 Review of sexual abuse in schools and colleges (Ofsted, June 2021).
- 3.3 The following School policies, procedures, documents, and resources material are relevant to this policy:
- 3.3.1 Safeguarding policy
  - 3.3.2 Behaviour Management Policy
  - 3.3.3 Discipline, Exclusion and Required Removals Policy
  - 3.3.4 Anti-bullying policy;

- 3.3.5 SEND policy
- 3.3.6 Equal opportunities policy
- 3.3.7 PSHE policy;
- 3.3.8 On-line safety policy;
- 3.3.9 Acceptable usage policy for pupils;
- 3.3.10 Curriculum policy

#### **4 Publication and availability**

4.1 This policy is published on the School's website but a hard copy can be requested.

#### **5 Definitions**


5.1 Where the following words or phrases are used in this policy:

- 5.1.1 References to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

#### **6 Responsibility statement and allocation of tasks**

6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

6.2 The Board of Governors is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.

6.3  The School will take a whole school approach to relationships and sex education. The Head of the Prep School and the Deputy Head at the Senior School (along with the Heads of Year) will hold meetings with the Senior Leadership Team and other members of staff with pastoral responsibilities, to ensure the subjects will sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally and its pastoral care system.

#### **7 Definition of relationships education and relationships and sex education**

7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and

their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age-appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents and with the aim of providing pupils with the knowledge they need of the law.

- 7.2 Sex education, as part of relationships and sex education in secondary schools, also includes the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent, and young people, as well as pornography, broader safeguarding issues and using technology.
- 7.3 Sex education is not compulsory in primary schools. The School science curriculum<sup>1</sup> includes reference to the subject coverage in related areas, including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. See Appendix 1 for a broad outline of this in Year 5 and 6.

## **8 Curriculum content**

- 8.1 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The School scheme of work for PSHE details what each topic covers and when. Each topic is taught around themes such as: Being in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, and Changing Me. In addition to this, talks delivered by the School Nurse in Year 5 and 6 explain the changes encountered during puberty.
- 8.2 In addition to relationships education, the School will teach sex education, including teaching contained in the science curriculum, about differences between the lifecycles of living things. This includes the process of reproduction in some plants and animals and the changes in humans as they grow older.
- 8.3 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.
- 8.4 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism / radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM).

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<sup>1</sup> For each school to set out the science curriculum coverage notwithstanding the National Curriculum status.

8.5 The Head of Prep, alongside the Prep staff team, Heads of Year and School Nurse, will review the lessons plans and schemes of work in advance to check they are age-appropriate and identify any individuals that might need support.

## **9 Equality**

9.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils, and take this into account in the design and teaching of relationships education and relationships and sex education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

9.2 The School will take a proactive approach to issues such as sexual violence and sexual harassment, sexism, homophobia, and stereotypes, and will take positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as 'banter,' 'just having a laugh,' 'part of growing up', or 'boys being boys', as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will always take the approach that sexual harassment and online sexual abuse could be happening, even when there are no specific complaints or reports about it.

9.3 The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender, or any other characteristic, including through these subjects and as part of a whole-school approach.

9.4 As part of this whole school approach, the School (including through the Student Voice and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships and sex education programme and/or School culture.

9.5 Students with special educational needs and disabilities (SEND): relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

9.6 Lesbian, Gay, Bisexual and Transgender (LGBT): the School will ensure that the teaching of relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

9.7 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the school to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

- 9.7.1 in the way it provides education for pupils;
  - 9.7.2 in the way it provides pupils access to any benefit, facility, or service; or
  - 9.7.3 subjecting them to any other detriment.
- 9.8 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

## **10 Curriculum delivery**

- 10.1 The School often invites visiting speakers to the School to help enhance and enrich our curriculum, our pupils' experiences and broaden their horizons and this is actively encouraged. The School will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, age-appropriate and aligned to the developmental stage of the pupils being taught. The School will ensure any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources, or delivery falls outside the School's expectations, or is deemed inappropriate, the School will take appropriate action, which could include stopping the presentation altogether.
- 10.2 The content of the relationships and sex education curriculum is delivered through the three curriculum areas of Science, EPR and PSHE (see curriculum map at Appendix 1) and is delivered in the following ways:
- lessons delivered by Form Tutors/ Class Teachers and external agencies
  - assemblies delivered by members of staff and/or external agencies
  - collapsed timetable sessions delivered by members of staff and/or external agencies
  - evening events
  - teaching staff might become an 'expert' in a particular topic area and the lesson taught on a carousel.

Teaching methods include:

- discussion with pupils of the importance of PSHE 'safe space' and the established ground rules under which lessons operate
- individual, pair and group work – creating mind maps, discussion, watching relevant material to explore topics, utilisation of current resources from professional bodies, such as the PSHE Association and Jigsaw.

Differentiation methods include:

- opportunities for pupils to ask questions and seek clarifications
- teachers to use drawings and diagrams such as mind-maps to support instructions
- to have information, such as the vocabulary and bullet points available on PowerPoints or hard copies
- lessons where teachers talk briefly and then pupils work in groups
- thinking time after a question is asked

- opportunities to work with a partner
- pre-teaching in advance of the lesson for some students.

Details of when different aspects of the relationships and sex education curriculum is delivered through the three curriculum areas of science, EPR and PSHE is outlined in the curriculum map at Appendix 1.

## **11 Assessment**

- 11.1 Teachers will be expected to plan, teach, and assess the subject in accordance with the high expectations across the School in other subject areas. The Heads of Year and Head of Prep will monitor this.

## **12 Resources**

- 12.1 The School will assess the resources it will use prior to delivery of the programme and keep the resources under review.

## **13 Pupil questions**


- 13.1 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex, or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

## **14 Safeguarding, reports of abuse, and confidentiality**

- 14.1 The School will follow Keeping Children Safe in Education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- 14.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's Safeguarding Policy if a child protection issue is raised.
- 14.3 In addition, but not alternatively, to following the School's safeguarding and child protection policy, teachers will also consider whether any anti-bullying and/or disciplinary



issues arise following any pupil concerns and will follow the School's Behaviour Management Policy and Discipline, Exclusion and Required Removals Policy and or the School's Anti-Bullying Policy as appropriate.

- 14.4 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School Nurse, Wellbeing Advisor, GP or .
- 14.5 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

## **15 Parents' and carers' participation**

- 15.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
- 15.1.1 teaching their children about relationships and sex;
  - 15.1.2 maintaining the culture and ethos of the family;
  - 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
  - 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 15.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes. See Appendix 2.
- 15.3 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. Appendix 1.
- 15.4 Parents and carers of secondary age children have the right to request that their child be withdrawn from some, or all of sex education delivered as part of relationships and sex education at secondary age, except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 15.5 Following a request to withdraw in relation to a secondary age child, the Deputy Head will communicate with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Principal may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.

- 15.6 Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum.
- 15.7 The Head of Prep will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- 15.8 The parents' and carers' right to request that their child be withdrawn from some, or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

## **16 Consultation**

- 16.1 This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers, pupils, and parents.
- 16.2 Additional parental consultation was held in the Spring Term of 2024 and another session is scheduled in September 2024 on the curriculum content, with results being fed into planning for the academic years 2024-26.

## **17 Training**

- 17.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals and staff meetings thereafter, so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 17.2 High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.

## **18 Record keeping**

- 18.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 18.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the School's Safeguarding Policy.
- 18.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

## **19 Monitoring, evaluation, and review**

- 19.1 The Head and Deputy Head of Prep, Heads of Year, Senior Deputy Heads, Head of Science, and Head of EPR will ensure that:

- 19.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;
- 19.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;
- 19.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;
- 19.1.4 any review of the programme includes an opportunity for the views of parents, teachers, and pupils to be considered;
- 19.1.5 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

## Appendix 1 Relationships and Sex Education

### Science and EPR Curriculum Content

Overview of the delivery of teaching units' coverage across curriculum areas and 'Changing Me' curriculum:

#### Prep:

	Science	PSHE - RSE		EPR
		Relationships	Changing Me	
Prep R	Lifecycles – hens, fogs and butterflies	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	
Prep 1	Who am I? – my body and senses	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self -acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	
Prep 2		Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	
Prep 3	Flower Pollination	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	
Prep 4	Animals including humans – food chains/webs; some changes in body e.g. teeth	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	
Prep 5	<b>Animals including humans</b> – changes in humans from birth to old age <b>All living things</b> – life cycle of mammals, amphibians, insects + birds, reproduction in some plants and animals	Self -recognition and self-worth Building self -esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rule	Self - and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition	

	Science	PSHE - RSE		EPR
		Relationships	Changing Me	
Prep 6		<b>Mental health</b> Identifying mental health worries and sources of support Managing feelings  <b>My Relationship Web-</b> the most significant people in my life so far. <b>Love and loss</b> <b>Power and control</b> <b>Assertiveness</b> <b>Technology safety</b> <b>Take responsibility with technology use</b>	<b>My Self -Image &amp; Body image-</b> I am aware of my own self-image and how my body image fits into that.  <b>Puberty and feelings-</b> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Reflections about change  <b>Girl Talk/Boy Talk-</b> understand and respect the changes that they see in themselves. <b>Physical attraction</b> <b>Boyfriends/girlfriends</b> <b>Respect and consent</b> <b>Sexting</b> <b>Transition to Secondary School</b>	How change affects me and the world around me.  Looking after the mind.  Mindfulness and meditation.  What does it mean to have choice?

### Seniors:

Year Group	Science	EPR
Year 7	<ul style="list-style-type: none"> <li>• Life cycle</li> <li>• Adolescence and puberty</li> <li>• Human reproductive systems</li> <li>• Intercourse, fertilization, and implantation</li> <li>• Development of a foetus and birth</li> <li>• The menstrual cycle</li> <li>• Reproduction in plants</li> <li>• The birth process in humans</li> </ul>	
Year 8		<ul style="list-style-type: none"> <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> </ul>
Year 9		<ul style="list-style-type: none"> <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>• Responsibilities regarding equality</li> </ul>

Year 10	<ul style="list-style-type: none"> <li>• Contraception – evaluate from a biological perspective</li> <li>• Menstrual cycle</li> <li>• IVF</li> </ul>	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
Year 11	- Genetic disorders	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Practical steps they take in a range of different contexts to improve or support respectful relationships.</p>

### Relationships and Sex Education (RSE) (PSHE content)

Year group	Content
7	Puberty Healthy and Unhealthy Relationships Introduction to consent
8	Discrimination, Sexual Orientation and The Equalities Act 2010 Relationship Values Persuasion, Pressure and Coercion Parenting Menstrual Wellbeing
9	Starting out in romantic relationships Capacity to consent Preventing STIs Relationship expectations.
10	Long term commitment The legal status of marriage Parenting Relationship abuse Consent Sharing sexual images
11	Alice Ruggles – Identifying and managing unhealthy relationships Alice Ruggles – Recognising and responding to unwanted attention, stalking and harassment Contraception and choices in relation to pregnancy Female genital mutilation
Sixth form	Honour Violence Difficult Conversations

## Appendix 2 Parents' consultation

### General principles

We will continue to consult with parents when developing and reviewing our policies for relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources and lesson plans (on request) we plan to use, for example the books and information leaflets we will use in lessons. We may adapt our timescales, process, and content to respond to the needs of the School and pupils.

Action	Timeframe
Letter to parents – sharing the content to be taught in all year groups and inviting parents to ask questions / exercise their rights to withdraw their child from RSE lessons	April 2024
PHSE Information Sharing Evening - Prep	April 2024
Parental questionnaire (Seniors) – ask parents if they feel the content of the RSE policy was age appropriate	Spring 2025
Alert parents to the new RSE topics during Parent Information evenings and invite feedback (Seniors)	Spring 2025
Feedback considered by Head of Prep, Senior Deputy Head, School Nurse, and Heads of Year. Appropriate actions taken including further communication with parents if needed.	By Summer 2025
Annual review of PSHE to include pupil and parent feedback	Summer 2025



## RSE Parental Withdrawal Consent Form:

To be completed by parents			
Name(s) of child(ren)		Form (s)	
Name(s) of parent(s)		Date	
Reasons given for withdrawing from Sex Education within Relationships and Sex Education;			
Any other information that you would like the school to consider;			

By signing this document, you agree to the following:

- That the named child will be withdrawn from the 'Sex Education' elements of RSE provision.
- That they will be provided with appropriate, purposeful education during this time.
- That they may overhear content from the lesson relayed to them by other students, for which the school is not responsible.
- That the version relayed to them by other students may not accurately reflect what was said in the lesson.
- That this withdrawal request covers the current academic year. A new withdrawal request will need to be made should you wish to withdraw in the future.
- That you have discussed this matter with the child's other parent/s and/or carers.
- That this is an agreed course of action between parents/carers and that parents/carers will be responsible for managing any disagreements between themselves.
- That the right to withdraw lasts up to and until three terms before the child turns 16.
- That you have had the opportunity to discuss this matter with the PSHE Coordinator and are satisfied that you have received sufficient information to make an informed decision.

Signed	
Print name	
Date	