



MEADOW PARK SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Contents

1. Aims.....	3
2. Statutory requirements	3
3. Policy development	4
4. Definition.....	4
5. Curriculum	6
6. Delivery of RSE.....	6
7. Roles and responsibilities	8
8. Parents' right to withdraw	9
9. Training	10
10. Monitoring arrangements	10
11. Further information	10
Appendix 1: By the end of secondary school students should know	11
Appendix 2: Parent form: withdrawal from sex education within RSE	16

1. Aims

Meadow Park School is a mixed 11-18 comprehensive with approximately 750 students on roll. It serves a suburban area of South-West Coventry. A large percentage of the students come from a variety of ethnic backgrounds. There is no religious affiliation.

The aims of relationships and sex education at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Provide students with reliable information so they can make informed decisions about their health and bodies.
- Help students develop feelings of self-respect, confidence, empathy and skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Deal with misconceptions, myths and misunderstandings.
- To safeguard pupils.

Meadow Park strives to inspire students through a 'world-class' education which aims at the success for all our learners. Our values of Thriving Together, Growing Aspiration and Nurturing Excellence will be integrated through our delivery and implementation of RSE so that students feel confident in their time at school and beyond.

2. Statutory Requirements

Meadow Park's RSE curriculum is designed in line with the Department of Education Statutory Guidance (July 2025).

As a secondary academy we must provide RSE to all students 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](#) and from the Department for Education issued under Section 80A of the [Education Act 2002](#).

At Meadow Park, we teach RSE as set out in this policy.

3. Policy Development

This policy builds upon the work of previous coordinators of 'Thriving Together', PSHE and the Faculty Leader of Social Science. The policy reflects on the changing needs of delivering high quality Relationship and Sex Education (RSE) to students, and the way in which RSE has adapted to changing societal demands and how PSHE has been integrated into the curriculum. It is recognised that 'Sex Education' is a major constituent of RSE with a focus on the developmental, educational requirement based on the nature of changing relationships as our students grow older, as well as learning about healthy sexual relationship and bodily changes.

The policy has been reviewed in 1991, 1998, 2001, 2004, 2010, 2012, 2014, 2015 (when FP became a MAT) 2018, 2021 and 2025. Throughout this process it has been recognised that effective Sex Education:

- needs to be open and honest.
- needs to recognise the developing maturity of students at differing age groups.
- needs to respond to individual needs and be adaptive of changing societal norms/issues.
- needs to be progressive and build on the work likely to have been done in KS2 – though it needs to be recognised that the amount and quality of RSE delivery in KS2 may be variable within Meadow Park's feeder primaries, and that students from Yr7 will have many different starting points regarding their knowledge, understanding and ability to respond maturely to RSE topics.
- needs to respect various religious and cultural attitudes represented in the school community.
- needs to operate in accordance to statutory demands and the recommendations of the PSHE framework.
- highlights the growing dangers to students of technology and social media use, the dangers of certain types of pornography, and the prevalence in society of increasing sexual exploitation.

It is vital to acknowledge that Sex Education fits into a wider context of Relationships and Sex Education. RSE should stress the skills involved in any relationship and all Sex Education teaching should reflect the guidance that sexual relationships are best dealt with and explored within a stable relationship.

4. Definition of RSE

RSE stands for Relationship, Sex and Education. It is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where students can discuss their thoughts and receive age-appropriate reliable guidance. It involves a combination of sharing information and exploring issues and values. RSE is **not** about the promotion of sexual activity, but the promotion of making healthy choices and reducing risky behaviours. At Meadow Park, RSE will be taught mostly through PSHE, RE, IT and Science.

As a school, Meadow Park aims:

- 4.1 To deal with sex education in an honest, informed, balanced and sensitive manner.
- 4.2 To work with the principles outlined in paragraph 4.4 below.
- 4.3 To work, when felt appropriate, with parents as outlined in paragraph 4.9 below.
- 4.4 To monitor schemes of learning and lesson activities in order to make appropriate changes such as additions or deletions of material, alterations of teaching methods and the use of student and parent voice to make the curriculum as relevant, interesting and varied as possible.
- 4.5 To provide a sensitive, caring and carefully structured approach to sex education, making full use of the skills of staff from a variety of subject disciplines and of other adults where appropriate.
- 4.6 To realise that sex education does not exist as a separate subject but rather finds its natural place within PSHE and, at relevant stages, within other subjects such as Science, IT and Religious Education. For example, the Science Department delivers the physical aspects of human reproduction and development as per the Science National Curriculum. Throughout all lessons, in all contexts, the importance of relationships is not forgotten.
- 4.7 To signpost appropriate services and sources of advice and guidance, for those students who may need them. For example, this may include sexual health advice resources found on websites such as www.changegrowlive.org.
- 4.8 To make the link between unsafe and inappropriate sexual behaviour and alcohol/ drug use.
- 4.9 To make clear to all students, the challenges and dangers which social media and modern technologies may present regarding sexual behaviours.
- 4.10 To not restrict RSE to any one area of the curriculum. RSE is seen as a whole school issue in which each staff member (teaching and non- teaching) has a part to play. It is important that consistent messages about RSE are presented throughout the school.

5. Curriculum

The Meadow Park curriculum is set out on the website and may, at times, need to be adapted to respond to current local or national events.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students

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.

Secondary sex education will focus on the following:

5.1 Educating students to be able to understand and assimilate basic facts about human reproduction and sexual behaviour. The school intends to build on the work done in KS2, to ensure that by the end of KS3 all students will have been given a clear and straight forward account of not just human reproduction, but the role that sex may play in adult life, and the inherent risks involved – as well as the nature of building positive relationships, and developing emotional and behavioural maturity.

5.2 During the period of adolescence it is the aim of the curriculum to present knowledge and guidance in an objective and balanced manner. It is important to enable students to comprehend the range of sexual attitudes and behaviour in present day society and to know what is and what is not legal and to consider their own attitudes. The aim is to support students' in making informed, reasoned and responsible decisions about their own behaviour, both while they are at school and in adulthood. Students are encouraged to appreciate the values of stable and considerate relationships and of the responsibility of parenthood, as well as to respect others' faith and cultural expectations concerning relationships and sexual activity. Students are also taught techniques to resist the negative influence of peer pressure and assumptions regarding sexual behaviours and promiscuity.

5.3 RSE at Meadow Park will always be inclusive and promote tolerance and respect. It is recognised there are likely to be many students who may not be heterosexual and RSE must cater for their needs and questions as well. RSE will explore issues of sexuality and deliver programs of learning that provide balanced and responsible teaching, responding to the needs of all students, irrespective of sexuality.

5.4 There are many opportunities within the curriculum, to consider how sexual relationships can vary from those that give happiness and fulfilment to those that are wholly inappropriate.

6. Delivery of RSE

RSE is largely taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects such as the importance of families are included in Religious Education (RE). The IT curriculum teaches about online issues relating to RSE. Students may also receive stand-alone sex education sessions delivered by a trained health professional.

Sex Education at Meadow Park is coordinated and planned by the 'Thriving Together Coordinator'. Delivery is through the PSHE Team, with support from external agencies where appropriate. Other subjects also play a part (e.g. RE, IT and Science) to deliver certain elements of well-rounded RSE, e.g. sexual ethics, anatomy and development.

All staff who deliver specific elements of RSE can be provided with CPD as appropriate. All staff must be provided with opportunities to ensure that they not only have the factual knowledge necessary, but also that they are comfortable with the attitudes and teaching methodologies that underpin each aspect of the program.

A range of delivery methods are encouraged. These include class discussion, pair work, ICT, use of written resources, videos, presentations and internet resources. Controversial issues will be dealt with by adopting a policy of suitability and appropriateness of the age of student being taught.

All lessons at Meadow Park are mixed (male / female). It is important that all students learn about and can empathise with situations, emotions and physical development which involve each gender.

RSE at Meadow Park 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

For more information about our RSE curriculum, see our website and Appendix 1. 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).

Inclusion

The Equality Act 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

All pupils have a right to age appropriate RSE regardless of faith, gender, sexual orientation, race or disability. All staff delivering RSE are familiar with the Safeguarding Policy and the necessary protocol should a safeguarding issue arise. Furthermore, the background of our students are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

Ethnic and Cultural Groups

6.1 We intend our policy to be inclusive, sensitive and culturally appropriate to the needs of different ethnic groups.

Students with Special Educational Needs and Disability

6.2 We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

6.3 We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. We will liaise closely with parents to ensure that they feel reassured of the content and the context in which it will be presented.

7. Roles and Responsibilities

7.1 The governing body

The local governing body will approve the RSE policy and hold the headteacher account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

7.3 Teaching Staff

Teachers are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. However, it is important RSE is taught by staff trained and eager to teach RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. The headteacher will designate a named person on the staff who will co-ordinate the design and delivery of the program and arrange / deliver appropriate CPD

for staff. Presently, Zelmira Grover, 'Thriving Together' Coordinator' holds this position.

If teachers have any concerns about any issues or questions raised, the member of staff should discuss their concerns with the Designated Safeguarding Leads as appropriate. The safeguarding policy and procedures will be followed.

7.4 Students

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

8. Parents' right to withdraw

Parents/ carers 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. NB: students cannot be withdrawn from Relationships side of RSE. Further information on this can be found in Section 11 and in appendix 1.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents/ carers and take appropriate action (this may be delegated to an appropriate member of staff).

Alternative work will be provided to any student withdrawn from the non-statutory aspects of PSHE.

Parents/ carers do not have the right to withdraw their children from relationships and health educations, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Everyone forms relationships with others, and most pupils will experience romantic or sexual relationships at some stage in their lives. The goal of relationships education is to give pupils the knowledge and skills they need to treat others with kindness and respect, build positive and fulfilling relationships, and keep themselves and others safe as they mature into adulthood.

Relationships education will primarily focus on developing and maintaining healthy, positive relationships, while also helping pupils recognise potential risks and harms. This may include topics such as preventing sexual abuse or understanding the importance of not sharing inappropriate content online. These subjects can be addressed without going into explicit detail about sexual activity.

9.Training

Staff can request training on the delivery of RSE as part of their continuing professional development.

The 'Thriving Together' coordinator can also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the 'Thriving Together' Coordinator. Their role involves:

- The planning of resources and scheme of learning.
- Quality Assurance through learning walks and pupil voice.
- Providing and catering for appropriate CPD where necessary.

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

This policy will be reviewed by the leader of PSHE every 2 years. At every review, the policy will be approved by the local governing body.

11. Further information

Further information can be found at:

[https://www.gov.uk/government/publications/relationships-education-relationships- and-sex-education-rse-and-health-education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

(Government guidance for school on Relationships and Sex Education)

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing and their importance for bringing up children.
3. 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 coupled who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.⁸
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. 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.

Respectful relationships

Curriculum content:

1. 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.
2. 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.
3. 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.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. 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.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, 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 ok.
9. How stereotypes, in particular stereotypes based on sex, 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.
10. 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.
11. 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.
12. Pupils should have an opportunity to discuss 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.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. 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.
4. 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.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should 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. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. 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.
7. 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.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.
11. 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. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).

14. That criminals can operate online scams, for example 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.

15. 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. 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

Curriculum content:

1. 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.
2. 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.
3. 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.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand 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. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. 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.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to 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.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. 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.
15. 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.
16. 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.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. 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.
5. That some sexual behaviours can be harmful.
6. 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 decisionmaking.
7. 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.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). 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
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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 2: Parent form: withdrawal from Sex Education within RSE:

TO BE COMPLETED BY PARENTS			
Name of child:		Mentor group:	
Name of parent/carer :		Date:	
Reason for withdrawing from sex education within relationships and sex			
Any other information you would like the school to consider:			
Parent signature:			

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

RELATIONSHIPS & SEX EDUCATION POLICY

Written by Mr Perris

October 2025

Reviewed by Mrs Pettman

November 2025

Next review due:

October 2027

Approved by Governors:

Signed:

Signed:



Headteacher – Mrs Pettman

Chair of Governors Mr Kershaw

Date: November 2025

Date: November 2025

