



**The Telford Park School**  
**Ensuring Excellence**

## **PSHRE Policy**

**Approved: September 2023**

**Date for review: September 2024**

## **PSHRE Policy**

<b>Policy Name:</b>	PSHRE Policy
<b>Headteacher:</b>	Mrs H Rigby
<b>School Standards Committee:</b>	Mr S Mirza
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## Physical Intervention and Restraint Policy

### 1. Introduction

This policy covers our approach to Personal, Social, Health, Relationship (PSHRE) education. It aims to set out the purpose of PSHRE education and the intended outcomes for pupils; it also includes our curriculum coverage and how it is delivered. Relationship Sex Education and Health Education are now compulsory in all secondary schools since September 2020 and are an integral part of our new whole school PSHRE Curriculum.

This policy takes into consideration the following legal requirements, national strategies and government guidance:

- Education Act 2002
- Academies Act 2010
- Department for Education Guidance for Personal, Social, Health and Economic (PSHE) Education 2020
- Department for Education Guidance for the teaching of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020

We believe PSHE education is integral to many aspects of school life and this policy should be cross-referenced to the following related policies:

- Equality
- Relationships and Sex Education (included within this policy)
- Safeguarding and Child Protection
- Our Values and Vision
- Behaviour and Attendance
- Child on Child Abuse
- Online safety
- Careers

The PSHE Association states that, ‘PSHE education contributes to schools’ statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.’

We believe PSHRE education is an important and necessary part of all pupils’ education. In our school, it is a key element of school life and, as well as explicitly taught PSHRE lessons which draw on good practice and national recommendations, it is built into many aspects of the wider curriculum. Our school believes PSHRE education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

### **RSE**

We have based our school’s Relationship and Sex Education (RSE) policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. This policy has been created to meet the DfE statutory requirements for Relationship and Sex Education for September 2020. The RSE Curriculum has been taught in full since September 2020 apart from during online lessons in lockdown whereby some topics were too sensitive to be taught to students at home. Lessons were re-sequenced accordingly and taught when students were back in school.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skills in developing positive and healthy relationships.

Relationship and Sex Education is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.

PSHRE (from Sept 2023)

From September 2023, both PSHE and RSE have been amalgamated into one subject “PSHRE”. Personal, Social, Health, Relationship Education.

## 2. Aims

PSHRE education in our school aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect.

PSHRE education in our school also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHRE education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

All aims are taught through the three core areas of PSHRE education, which are: Health and Wellbeing, Relationships and Living in the Wider World. All lessons will cover content in an age-appropriate manner.

- Health and Wellbeing lessons will explore physical wellbeing, healthy lifestyles, mental health and wellbeing, keeping safe (including online safety), basic first aid and drugs, alcohol and tobacco. The changing adolescent body is covered during science lessons.
- Relationships lessons will explore healthy and unhealthy relationships, respecting self and others, peer on peer abuse, consent, contraception, conflict, coercive control, sexual assault, harassment, and rape.
- Living in the Wider World lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

The full coverage of topics and the appropriate years in which topics are studied can be viewed on our Curriculum overviews in Appendix 1 at the end of this policy.

RSE in our school is part of the Personal, Social, Health, Relationships education curriculum (PSHRE.) It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

The aims of the Relationship element of PSHRE 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
- To ensure that RSE in our school is part of the Personal, Social, Health and Economic education curriculum, integrated within the wider school curriculum, and complementing the general ethos and life of the school.
- To provide a planned, age appropriate scheme of work in accordance with the DfE requirements from 2020.

Ofsted 2002 recommendations have informed our policy and practice, in particular ‘a caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.’

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHRE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

We want to reassure pupils of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to encourage exploration of values and moral issues considering physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

### **Home/School Partnership**

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Young people are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that pupils can understand and interpret the information they receive.

The entire PSHRE program of study can be found on the school website and we encourage parents/carers to be aware of the topics covered.

### **Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any request to withdraw from RSE the headteacher will want to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Telford Park School will document this process to ensure a record is kept. The headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

There is no right to withdraw from Relationships Education or Health Education.

We provide parents with opportunities to discuss the school's policy and practice. Parents were offered the opportunity to contribute to the RSE Consultation in June 2020 about the timing of delivery and offered an opportunity to look at sample resources, discuss the policy and ask questions.

Parents who have any questions can contact us on the following email address: [mani.harrar@taw.org.uk](mailto:mani.harrar@taw.org.uk)



### 3. 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 Telford Park School we teach RSE as set out in this policy.

### 4. Policy development

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

1. Review – a member of staff or 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
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 5. Definition

PSHRE is defined as Personal, Social, Health, Relationship education of pupils.

PSHRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

PSHRE involves a combination of sharing information, and exploring issues and values.

PSHRE is not about the promotion of sexual activity.

### 6. Curriculum

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The PSHRE Curriculum at our school is knowledge rich, broad and ambitious, taking into account the wellbeing, safeguarding and SMSC of the whole child. The Curriculum is planned particularly for the disadvantaged students which has been carefully sequenced so that students encounter age-appropriate concepts. Students encounter progressively more challenging content the older they become. Curriculum materials are selected so that they are accessible to all students including those with SEND. The curriculum is well resourced and meets statutory requirements. Lesson material is relevant to the context of the school, the local community and also the wider global context.

It is our belief that PSHRE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

We believe that pupils should have access to the learning they need to stay safe, healthy and understand their rights as individuals. We provided clear, impartial scientific information on matters such as the changes of puberty, contraception, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage, female genital mutilation (FGM), consent and use of social media etc.

The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with pupils and as appropriate, parents/carers will be involved in accordance with our behaviour management policy

We recognise that questions, issues and situations related to relationships, identity, risk, values and morals arise all the time as part of every day school life and in a variety of lessons.

Pupils are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family members and the school pastoral team. The pastoral team can help identify and access external services to support pupils

Pupils' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the pupil.

This policy is cross-referenced and consistent with other policies such as Child Protection and Safeguarding, Behaviour, Equal Opportunities and Online safety.

### **Equal Opportunities**

We value equality of opportunity highly. The PSHRE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our PSHRE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

### **Safeguarding**

Teachers are aware that effective PSHRE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Safeguarding procedures as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin will be taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

### **Moral and Values Framework**

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

## **The social, ethnic and religious mix of the School**

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

## **SEND**

It is recognised that SEND pupils may require additional support on the PSHRE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils will be involved and consulted.

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.

For more information about our curriculum, see our curriculum map in Appendix 1.

## **7. Delivery of PSHRE**

All pupils are timetabled a 1 hour PSHRE lesson that takes place for all tutor groups on Friday period1. These lessons cover topics such as transition to secondary school, transferable skills, British Values, careers and finance.

PSHRE is a highly valued subject within our school and lessons are delivered by Form Tutors. Tutors are the first port of call for pupils. Due to their daily contact and interactions with pupils they are ideal teachers to deliver the sensitive topics covered in the PSHRE curriculum.

Teaching assistants and members of the pastoral team support help with delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies.

Our head of PSHRE meets with the team on a regular basis to support team learning. We recognise that staff require support and training and an opportunity to become familiar and confident with the programme we are therefore developing the use of a specialist team of staff consisting of Heads of Year who know the pastoral needs of their students. Guidance is provided on Ground Rules for class discussions, responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

## **Content**

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Telford Public Health on local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHRE Association, the Sex Education Forum, Public Health England and CEOP.

In key stage 3 pupils learn how good relationships can promote mental wellbeing, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, online behaviour and how to develop skills of assertiveness and decision-making in the context of peer influence and stereotyping. They consider the key factors of healthy relationships as well as abusive, coercive and exploitative behaviour.



In key stage 4 pupils learn to recognise the influences and pressures around sexual behaviour and relationships. They learn the law and facts related to sexually transmitted infections, contraception, consent and alcohol and drug use. They consider pregnancy choices, and the rights and responsibilities involved in parenting.

PSHRE 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 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).

## **8. Roles and responsibilities**

### **8.1 The School Standards Committee**

The School Standards Committee will hold the headteacher to account for the implementation of this policy.

### **8.2 The Headteacher**

The headteacher is responsible for ensuring that PSHRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of PSHRE (see section 8).

### **8.3 Staff**

The Head of PSHRE is responsible for:-

- Planning, designing and sequencing of all PSHRE lessons.
- Ensuring that all content is age appropriate and up to date.

Form Tutors are responsible for:

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

Staff do not have the right to opt out of teaching PSHRE. Staff who have concerns about teaching PSHRE are encouraged to discuss this with the headteacher.

You must include names/roles of those responsible for teaching RSE in your school.

Staff who teach PSHRE at The Telford Park School

<b>Y7 Form Tutors</b>	
R Wilcox	7-TUT1
H Newey	7-TUT2
V Bradburn	7-TUT3
R Oakley	7-TUT4
E Antwi	7-TUT5
<b>Y8 Form Tutors</b>	
O Jones	8-TUT1
C Earl	8-TUT2
L Oriade	8-TUT3
R Metcalfe	8-TUT4
J Holland / S Jarvis	8-TUT5
E Zarma	8-TUT6
<b>Y9 Form Tutors</b>	
R Wells	9-TUT1
D Whitehead	9-TUT2
E Bradley	9-TUT3
S Northfield	9-TUT4
I Messenger	9-TUT5
<b>Y10 Form Tutors</b>	
K Smith	10-TUT1
F Nolan	10-TUT2
J Thomas	10-TUT3
J Leste	10-TUT4
A Cotterill	10-TUT5
<b>Y11 Form Tutors</b>	
C Creen	11-TUT1
H Champion	11-TUT2
M Lewis	11-TUT3
B Penny (M,Tu,W) / Supply (Th,F)	11-TUT4
H Foster	11-TUT5

#### 8.4 Pupils

Pupils are expected to engage fully in PSHRE and, when discussing issues related to PSHRE, treat others with respect and sensitivity. Ground rules are set by the teachers during lessons.

### 9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within PSHRE 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 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Parents who have any questions can contact us on the following email address:

[mani.harrar@taw.org.uk](mailto:mani.harrar@taw.org.uk)

### 10. Training

Staff are trained on the delivery of PSHRE 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 PSHRE.

## **11. Monitoring arrangements**

The delivery of PSHRE is monitored by Mr Mani Harrar:

Planning scrutiny / Book trawls / Student voice surveys / Staff voice surveys

Curriculum Deep Dive / Learning Walks

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

This policy will be reviewed by Mr Mani Harrar bi -annually. At every review, the policy will be approved by the School Standards Committee/the Headteacher.

### **Complaints' procedure**

Any parents with concerns about this policy should discuss this directly with the head teacher. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via the complaints procedure.

## 1. Appendix 1 PSHRE Programme of Study

Month	Week	date	Year 7			KS3			KS4				
Sept.	1	4	Friendship, Respect & Relationships	Intro to PSHRE	RELATIONSHIPS & SEX EDUCATION	Identity, Relationship and Sex Education	Intro to PSHRE	RELATIONSHIPS & SEX EDUCATION	Society, the media and sex	Intro to PSHRE	RELATIONSHIPS & SEX EDUCATION		
	2	11		What Makes a Good Friend			Healthy Relationships			Sexualisation of the media			
	1	18		Respect and Relationships			Being Yourself & Self-Esteem			Porn and its Impact on Society			
	2	25		Consent & Boundaries			What is Love? What is Conflict			Online Pornography (Myth vs Reality)			
Oct.	1	2	Being Positive & Self Esteem	Periods & Menstrual Cycles	Domestic and Sexual Abuse								
	2	9	Pressure & Influence	Contraception	Sexting								
	1	16	Assessment	Assessment	Assessment								
	2	23	What does it mean to be a man	Sexual Orientation	Campainging Against FGM								
30 Autumn Half term													
Nov.	1	6	Puberty & Body Development	Puberty	HEALTH & WELLBEING	Physical Health & Mental Wellbeing	Mind, Body and Soul	HEALTH & WELLBEING	Mental Health & Wellbeing	Common Mental Health Issues	HEALTH & WELLBEING		
	2	13		Personal Hygiene			Positive Body Image			Suical thoughts & Support			
	1	20		Growing up and FGM			Child Abuse (CSE)			Child abuse			
	2	27		Assertiveness, Consent and Hormones			Types of Bullying			Self Harm			
Dec.	1	4	Self-Esteem	Healthy Eating and Cholesterol	Promoting Emotional Wellbeing								
	2	11	Assessment	Assessment	Assessment								
	1	18	Tooth Decay & Dental Hygiene	Exercise and Stress Managment	Screen Time & Safe Mobile Phone Use								
	25												
1 Christmas													
Jan.	2	8	Staying Safe - Online and Offline	Avoiding Gangs	STAYING SAFE ONLINE & OFFLINE	Dangerous Society	Grooming	STAYING SAFE ONLINE & OFFLINE	Violence, Crimes & Seeking Safety	Honour Based Violence & Forced Marriage	STAYING SAFE ONLINE & OFFLINE		
	1	15		Staying Safe Online			County Lines			Preventing Knife Crime			
	2	22		Legal and Illegal Drugs and their Danger			Child Exploitation & Online Protection			Modern Day Slavery			
	1	29		Assessment			Assessment			Assessment			
Feb.	2	5	Smoking, E-Cigs and Vaping	Drugs Education	Online Gambling								
	12 Spring Half term												
	1	19	Politics, Parliament and Me	What are the "British Values"?	RIGHTS RESPONSIBILITIES & BRITISH VALUES	Law, Crime and Society	Building a Community	RIGHTS RESPONSIBILITIES & BRITISH VALUES	Exploring British Values	Exploring "Britishness" & British Values	RIGHTS RESPONSIBILITIES & BRITISH VALUES		
	2	26		How is our Country Run?			Criminals, Law & Society			Human Rights			
1	4	Elections and Campaigning		Law Making in the UK			LGBTQA+ Rights						
2	11	Assessment		Assessment			Assessment						
March	1	18	Politics and Debating	Prisons, Reform & Punishments	Critical Thinking and Fake News								
	25												
1 Easter													
April	2	8	Celebrating Differences	What is your identity?	CELEBRATING DIVERSITY & EQUALITY	LGBTQA+ Explored	LGBTQA+ what is it?	CELEBRATING DIVERSITY & EQUALITY	Exploring World Issues	International Organisations	CELEBRATING DIVERSITY & EQUALITY		
	1	15		Multicultural Britain			Homophobia in School			Brexit			
	2	22		Equality Act 2010			Challenging Homophobia			Aid Supporting Other Countries			
	1	29		Breaking down Stereotypes			Supporting those that are LGBTQA+			Fair Trade			
May	2	6	Prejudice & Discrimination	Coming Out	Peace, War and Conflict								
	1	13	Assessment	Assessment	Assessment								
	2	20	Challenging Islamophobia	Transphobia	Womens Rights, Equality & #Metoo								
	27 Summer Half Term												
June	1	3	Managing Change	Getting to know people	LIFE BEYOND SCHOOL	Proud to be me	Employability Skills	LIFE BEYOND SCHOOL	Rights & Responsibilities	Instagram Generation	LIFE BEYOND SCHOOL		
	2	10		What is a community?			Career Choices			Marriage: What is it?			
	1	17		Careers & your future			Career Interests & Jobs			Rights vs Responsibilities			
	2	24		Sleep & Relaxation			Self Esteem & the Media			Consumer Rights			
July	1	1	Financial Education	Labour Market Information	Exploring a Pay check								
	2	8	Assessment	Assessment	Assessment								
	1	15	Transition points in your life	Exploring Careers	Should work be a happy place?								
Summer break													

## 2. Appendix 2 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	