

Sawston Village College Relationship and Sex Education (RSE) Policy



The Purpose of the Relationship and Sex Education (RSE) Policy

The aims of this policy are as follows:

1. To provide clarity as to the values, learning outcomes and teaching methods that underpin our approach to Relationship and Sex Educations (RSE) at Sawston Village College in light of new statutory regulations brought in from September 2020
2. To inform key stakeholders as to the core content of this programme
3. To provide a point of reference to address any concerns and questions that may arise from the delivery of this programme and to help the College keep under review the provision it makes for Relationship and Sex Educations (RSE).

What is Relationships and Sex Education (RSE)?

RSE is lifelong learning about physical, sexual, moral and emotional development, irrespective of gender, ethnicity or ability. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes, as well as the teaching of sex, sexuality and sexual health. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It is not about the promotion of sexual orientation or sexual activity. RSE should enable pupils to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

1. 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.

The College will provide RSE under the provisions of the Equality Act 2010, whereby schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

2. Principles and values

- RSE plays a vital part in meeting the College's safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Young people should be prepared for the physical and emotional changes they undergo at puberty.
- RSE fits with the College's CARE values and supports family commitment, love, respect, knowledge and openness.
- The curriculum acknowledges that family is a broad concept and there is not just one model. It includes a variety of types of family structure, and acceptance of different

approaches is recognised.

- Pupils are safe and supported to share and respect each other's views.
- Pupils should be aware of different sexualities and family structures without prejudice.
- A climate is provided where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- The College recognises that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and pupils, consulting them about the content of programmes where appropriate.
- The College recognises that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, charities and other advisers which are

3. Aims

The College's aim is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to respect themselves and others.
- Judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Avoid being exploited, or exploiting others, or being pressured into unwanted or unprotected sex.
- Ensure that young people understand what is meant by 'consent' and to feel confident in seeking and giving this.
- Communicate effectively by developing appropriate terminology for sex and relationship matters.
- Understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected (safe) sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from sexually transmitted infections.
- Know the choices available to them in relation to pregnancy.

- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

The aim of RSE is NOT to:

- Encourage pupils to become sexually active at a young age.
- Promote a particular sexual orientation.
- Sexualise pupils.

The RSE programme also seeks to develop essential personal and social skills including:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made and managing conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Finally, the RSE programme is intended to provide pupils with core knowledge and understanding including:

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

The College seeks to deliver RSE within the guidelines established by the Department for Education, in particular in ensuring that we will:

- Raise pupils' self-esteem and confidence.
- Develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- Teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.
- Support pupils to lead a healthy and safe lifestyle; teaching them to care for, and

respect, their bodies.

- Provide pupils with the right tools to enable them to seek information or support, should they need it.
- Teach pupils about consent and their right to say no, in an age appropriate manner.
- Teach lessons that are sensitive to a range of views, values and beliefs.
- Ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

4. Policy development

This policy, and the previous version of this policy, have been developed in consultation with staff, Governors, pupils and parents.

In 2020 all College staff and Governors were given the opportunity to look at the draft of this policy and make recommendations. Parents were sent information about the changes to RSE and were able to review, and provide feedback to the College, on the previous draft of this policy. Pupil focus groups were conducted across a range of year groups to investigate what pupils would like from their RSE. Following this consultation, the Deputy Principal and RSE coordinator collated all relevant information including national and local guidance in order to finalise the 2020 policy and the RSE curriculum at Sawston Village College.

This 2022 version of the policy has been updated following further consultation on the PSHE curriculum with parents and pupils (via survey), staff and Governors (via consultation papers). The result of this consultation was to change the delivery model for the PSHE so that it is delivered as 1 timetabled lesson per fortnight. Much of the RSE curriculum is delivered within these PSHE lessons.

5. Roles and responsibilities

Governors

The Local Governing Body will approve the RSE policy, and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education delivered as part of statutory RSE.

Staff

The Deputy Principal has strategic oversight of PSHE and RSE and works alongside the Head of PSHE to ensure that the RSE policy and provision reflects the needs and views of our community.

Teaching staff are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;

- responding to the needs of individual pupils including those with SEND, LGBT pupils and those with particular vulnerabilities.
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE.

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

Pupils

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

Parents and Carers

Parents and carers are the key people in: teaching their children about sex and relationships; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped that the College's RSE programme will complement and support the role of parents/carers. The RSE policy will be available via the school website and parents/carers are advised when RSE lessons are delivered as part of the PSHE programme.

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

Any parent/carer wishing to withdraw their child is encouraged to make an appointment with the Deputy Principal and Head of PSHE to discuss further. Following this discussion, requests for withdrawal should be put in writing using the form found in Appendix 2 and sent to the Principal. In the case where a pupil is withdrawn from sex education, alternative work will be provided.

6. How Relationship and Sex Educations (RSE) is provided

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

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

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

Biological aspects of RSE are taught within the Science curriculum, with some areas also being covered in PSHE. Aspects of the central moral issues, including those related to marriage and religious views on sex and marriage are taught within RE. Pupils are also taught about how to protect themselves from unwanted pregnancy and sexually transmitted infections through the PSHE sessions.

RSE within PSHE is taught by a team of trained teaching staff and external providers. Delivery will be in mixed gender class groups.

Those pupils who would benefit from a more differentiated and bespoke programme of study will be identified through discussion with the Director of Safeguarding, Welfare & Pastoral Support, Year Leads, the College's SENDCo and parents/carers.

All RSE teaching is expected to reflect the values and attitudes laid out by this document. All those delivering RSE will be expected to have read and adhere to all aspects of the programme of study and its content, irrespective of personal opinion or belief.

Programme of study

KS3 Science:

- Names of the parts of male and female reproductive organs.
- The menstrual cycle in relation to uterus lining thickness changes caused by hormones, and 'preparation' for receiving an embryo.
- Puberty - changes, both physical and emotional.
- The process of fertilisation, including sexual intercourse as sperm introduced into vagina, and the journey of the sperm.
- Phases in the development of an unborn foetus - key milestones throughout gestation.

KS4 Science:

- Roles of hormones in human reproduction, including the menstrual cycle.
- Evaluate the different hormonal and non- hormonal methods of contraception.

Religious Education programme that includes reference to RSE:

- The nature of abortion (including legal and medical status) and ethical considerations of (GCSE full course only).
- Sexual relationships (promiscuity, pre-marital sex, cohabitation, marriage, adultery, open relationships), and Christian views on.
- Divorce and the breakdown of marriage, Christian attitudes to this and re-marriage.
- Homosexuality, attitudes to homosexuality, religious attitudes to sexual acts and sexual relationships between people of the same gender.
- Types of contraception, and religious attitudes to.
- The importance and purpose of marriage for Christians and non-religious people.
- Christian/Humanist teachings about the purpose and importance of the family including: procreation.

- Christian/Humanist teaching about family planning and regulation of births.
- Christian/Humanist teachings and attitudes towards divorce and remarriage.
- Christian/Humanist teaching about the equality of men and women in the family.
- Christian/Humanist teachings about gender prejudice and discrimination.

PSHE RSE programme:

Year 7

- How to judge that something/someone is trustworthy?
- Managing friendships, both online and offline
- What do positive and healthy friendships look like?
- My body, my rules: What is meant by consent, online and offline?
- What is bullying and what can be done about it?
- Different types of families and the role of the family

Year 8

- How to stay safe online.
- What are the roles and responsibilities of parents? How can conflict at home be managed?
- Why is equality important?
- What are different types of long term relationships? (Including marriage)
- Violence against girls and women: What are some examples of criminal behaviour in relationships and coercive control?

Year 9

- What is meant by consent.
- Exploring different types of relationships.
- Sending of explicit images: what are the laws and dangers?
- Sexual health: what pupils need to know about contraception and STIs.

Year 10

- What healthy and unhealthy sexual relationships look like and why certain behaviours are unacceptable in relationships.
- The impact of the pornography industry, on society and on expectations around

relationships and sex.

- The importance of treating others with respect, regardless of sexuality, gender, sex, belief, and status in society?
- Why it is important to be aware of sexual health issues. The facts about STIs and the importance of testing.

Year 11

- What are the facts around the menopause?
- What is fertility and what factors can affect it?
- Pregnancy – what are the facts options around pregnancy

Although these are the main areas that focus on the specific delivery of RSE it is inevitable that related issues will emerge in other lessons on occasion and that the College will support appropriate and age considerate exploration of these issues.

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).

7. How Relationship and Sex Educations (RSE) is monitored, evaluated and assessed

7.1 Monitoring

It is the responsibility of the Head of PSHE to ensure that the work described is taught at the stated times. This will be through staff and pupil voice, work scrutiny and learning walks.

7.2 Evaluation and assessment

- Pupils' knowledge and understanding will be assessed by teacher questioning, monitoring of written work, quizzes and contributions to discussion. Pupils will also be asked to reflect on their confidence at the beginning and end of units of work.
- Pupils will be asked to complete the bi-annual online My Health My School Survey.
- Every pupil will have their own PSHE exercise book, which will stay with them throughout school. This will be monitored by teachers and pupils will take these with them when they leave the College.

8. Guidelines for teachers on sensitive issues, confidentiality, advice to pupils and training.

8.1. Sensitive issues that may include:

- Puberty
- Menstruation

- Sexual intercourse
- Contraception
- Abortion
- Safer sex
- HIV, AIDs and Sexually transmitted infections (STIs)
- Grooming Child Sex Exploitation
- Abusive partnerships
- Forced marriage
- Violence against women including FGM

Teachers understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with the Deputy Principal.

A safe framework for discussion will help teachers create an environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules should be developed with each class at the beginning of the academic year.

- No teacher or pupil will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for the parts of the body will be used; meanings of words will be explained in a sensible and factual way.

8.2 Responding to Questioning

If a member of staff is unable to answer a question or feels uncomfortable with the question then they should reassure the pupil that they will follow this up with the appropriate staff member, most likely the Director of Safeguarding, Welfare & Pastoral Support, who will meet with the pupil to discuss.

If a member of staff has concerns about questions pupils raise and feel that they are at risk or the content of the question could be a safeguarding concern they must report this to a Designated Safeguarding Lead according to the College's Safeguarding Policy.

8.3 Advice to Pupils.

Pupils can refer to their Mentor or Year Lead if they feel the need to discuss anything arising from the sessions. They will advise pupils on the best course of action and direct pupils in eliciting the support of a suitable outside agency if further help is needed. If there are safeguarding concerns the College's safeguarding procedures will be followed.

8.4 Training

Staff should be trained on the delivery of RSE as part of their continuing professional development. The Head of PSHE may invite external bodies, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Review of the Policy

Because of the nature of the content, its sensitivity and the potential impact upon the wellbeing of young people, and emerging issues and needs for RSE at school, local and national levels, this policy will be kept under review by the Local Governing Body annually.

Policy approved by the Local Governing Body 20 September 2022

Review: Autumn 2023

Appendix 1

Statutory curriculum map

Appendix 2

Parent form: withdrawal from sex education within RSE

Appendix 1: Statutory curriculum map	PSHE Core Curriculum
RSE- pupils should know	
Families	
That there are different types of committed, stable relationships	RSE 7.4
How these relationships might contribute to human happiness and their importance for bringing up children	RSE 7.4, 8.4
What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	RSE 8.4
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	RSE 8.4, 8.5
The characteristics and legal status of other types of long-term relationships.	RSE 8.4
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	RSE 7.4 , 8.2
How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	RSE 7.1
Respectful relationships including friendships	
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.	RSE 7.2, 7.5, 9.1, 9.2, 9.3
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	RSE 7.2, 7.5, 9.1, 9.2, 9.3
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).	RSE 8.3 CITI 8.1, 8.2
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.	RSE 8.3, 10.4
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	RSE 7.3, 8.1
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	RSE 8.2, 9.1, 9.2, 10.3
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	RSE 9.1, 9.2, 10.3
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	RSE 8.3, 10.4

Online and media	
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	RSE 8.1, 9.4, 10.2
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	RSE 9.4, 10.2
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	RSE 9.4
What to do and where to get support to report material or manage issues online.	RSE 8.1, 9.4
The impact of viewing harmful content.	RSE 10.2
That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	RSE 10.1, 10.2
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	RSE 9.4
How information and data is generated, collected, shared and used online.	RSE 8.1, 9.4 H+W 9.4
Being safe	
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	RSE 8.5, 10.3
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	RSE 7.5, 9.1, 9.2
Intimate and sexual relationships including sexual health	
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	RSE 9.3
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.	RSE 9.3
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	RSE 11.1
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	RSE 11.2
That they have a choice to delay sex or to enjoy intimacy without sex	RSE 9.1, 9.2
The facts about the full range of contraceptive choices, efficacy and options available	RSE 9.5, 10.5

The facts around pregnancy including miscarriage.	RSE 11.3
That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	RSE 11.3
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	RSE 9.5, 10.5
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	RSE 9.5
How the use of alcohol and drugs can lead to risky sexual behaviour.	RSE 9.3 H+W 9.1
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	RSE 9.5, 10.5
Physical Health and Mental Wellbeing	
Mental Wellbeing	
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	H+W 7.2, 10.1
That happiness is linked to being connected to others.	H+W 7.2
How to recognise the early signs of mental wellbeing concerns.	H+W 8.2, 9.3
Common types of mental ill health (e.g. anxiety and depression).	H+W 8.2
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	H+W 7.2, 8.2, 10.1
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	H+W 7.1, 7.3
Internet safety and harms	
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	H+W 8.1, 9.4 RSE 10.2
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	H+W 9.4 RSE 8.1
Physical health and fitness	
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	H+W 7.1, 7.3, 11.2, 11.3

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health	H+W 7.3, 9.3
About the science relating to blood, organ and stem cell donation.	
Healthy eating	
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	H+W 7.3, 9.3, 11.1
Drugs, alcohol and tobacco	
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	H+W 9.1, 10.2, 10.3, 10.4
The law relating to the supply and possession of illegal substances.	H+W 10.2, 10.4
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	H+W 9.1
The physical and psychological consequences of addiction, including alcohol dependency.	H+W 9.1, 9.2, 10.3
Awareness of the dangers of drugs which are prescribed but still present serious health risks.	H+W 10.4
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	H+W 9.2
Health and prevention	
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	H+W 7.4
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	H+W 7.3
The benefits of regular self-examination and screening.	H+W 11.1
The facts and science relating to immunisation and vaccination.	
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	H+W 7.4, 11.2
Basic First Aid	
Basic treatment for common injuries.	H+W 8.3
Life-saving skills, including how to administer CPR	H+W 8.3
The purpose of defibrillators and when one might be needed	H+W 8.3
Changing adolescent body	
Key facts about puberty, the changing adolescent body and menstrual wellbeing.	H+W 7.4
The main changes which take place in males and females, and the implications for emotional and physical health.	H+W 7.4

Citizenship	
Parliamentary democracy, including the role of Parliament in holding governments to account, and the different roles of the executive, legislature and judiciary	CITI 9.1, 9.2, 10.2
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	CITI 11.1, 11.2
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	CITI 11.2
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world	CITI 9.1, 9.3, 10.1
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	CITI 8.1, 8.2, 8.3, 10.3 RSE 8.3
The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering	CITI 7.1, 7.2, 7.3, 8.3, 10.1



Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year Group	
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	
School signature	