



RSE POLICY

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1. Policy Statement

At GUST Independent School we recognise the importance of high-quality Relationships and Sex Education (RSE) as part of a broad and balanced curriculum. RSE supports our pupils' spiritual, moral, cultural, mental and physical development, preparing them for the opportunities, responsibilities and experiences of adult life.

We are committed to delivering RSE that is:

- **Accessible** for all pupils, including those with Special Educational Needs (SEN) and behavioural needs.
- **Compliant** with statutory guidance for independent schools (DfE, 2019; Independent School Standards, 2019).
- **Inclusive**, reflecting the diverse needs, experiences and backgrounds of our school community.
- **Safeguarding-focused**, ensuring pupils know how to recognise unhealthy relationships, keep themselves safe, and seek help when needed.

2. Definitions, Rationale and Ethos

Statutory and non-statutory requirements

The DfE's statutory requirements mean schools must teach *Relationships Education* in primary, and *Relationships and Sex Education (RSE)* in secondary, as well as *Health Education* across both phases. In addition to the statutory requirements, our school has chosen to teach aspects of sex education in primary where it is appropriate, age-appropriate, and necessary to prepare pupils for transition to secondary.

Definitions

- We define *relationships education* as learning about family, friendships, respectful relationships, keeping safe (including online), and preparing for the physical and emotional changes of puberty.
- We define *sex education* as secondary-phase teaching that goes beyond the science curriculum to include sexual health, contraception, consent, intimate relationships, and the law.

Our vision

We believe RSE is important for our pupils and our school because it prepares children and young people to build safe, healthy, and respectful relationships, both online and offline. We ensure RSE fosters equality by promoting respect for others, challenging stereotypes, and recognising the dignity of every individual.

Our ethos and principles

RSE at GUST Independent School is underpinned by values of responsibility, inclusion and safeguarding as well as our school values, determination, ambition, respect

empathy and self-control. Our approach is shaped by the needs of our learners, including those with special educational needs and disabilities (SEND) and behavioural needs, ensuring accessibility through differentiation, adapted materials, and supportive teaching strategies.

Intended outcomes

The intended outcomes of our RSE programme are that pupils will:

- **Know and understand** the characteristics of healthy, respectful relationships, including friendships, family life and intimate relationships.
- **Understand they have a right to** be safe, to be respected, and to access trusted sources of support.
- **Understand they have a responsibility to** respect others, act safely and appropriately, and uphold equality.
- **Develop the skills of** communication, empathy, decision-making, assertiveness and resilience.
- **Develop the attributes of** confidence, respect, self-awareness and self-regulation.

Consultation

This policy was produced by the Senior Leadership Team and RSE Lead through consultation with staff, governors, parents and pupils.

3. Roles and Responsibilities

Governing Body/Proprietor

Responsibility for the RSE policy in our school ultimately lies with the governing body (or proprietor). At least one representative of the governing body is part of the working group that develops and reviews the RSE policy. The governing body ensures that RSE is compliant with Independent School Standards and statutory DfE guidance, and that it reflects the ethos and values of the school.

Headteacher

The Headteacher is responsible for ensuring that RSE is implemented consistently across the school. This includes:

- Overseeing the policy and curriculum.
- Ensuring staff are appropriately trained and supported.
- Managing requests to withdraw from sex education.

- Ensuring RSE is inclusive, accessible, and meets the needs of all learners, including those with SEN and behavioural needs.

PSHE/RSE Lead

The RSE programme is led by the PSHE/RSE Lead, who is responsible for:

- Designing the RSE curriculum in line with statutory requirements and school ethos.
- Ensuring teaching materials are high-quality, age-appropriate, and inclusive.
- Supporting staff with planning, differentiation, and SEN/behavioural adaptations.
- Liaising with parents, carers, external agencies, and other stakeholders.
- Monitoring and evaluating RSE delivery and pupil outcomes.

Teachers and Support Staff

RSE is taught and supported by class teachers, form tutors, and specialist staff, with support from teaching assistants where appropriate. Teachers are responsible for:

- Delivering RSE in line with the agreed policy.
- Establishing safe, respectful classroom environments with clear ground rules.
- Differentiating lessons to meet the needs of all pupils, especially those with SEN or behavioural needs.
- Responding appropriately to pupils' questions and safeguarding disclosures.

Staff Development

Teaching staff receive RSE training on statutory content, inclusive practice, safeguarding, and supporting pupils with SEND and behavioural needs. Ongoing professional development opportunities include:

- Internal training sessions led by the RSE Lead or safeguarding team.
- External CPD opportunities through local authorities, independent school networks, or health agencies.
- Peer observation, team-teaching, and reflective practice sessions.

4. Curriculum Design

Guiding principles

We have embedded the Department for Education's guiding principles for RSE by ensuring that teaching is age-appropriate, inclusive, accessible to all pupils (including those with SEND and behavioural needs), and rooted in safeguarding. Our RSE curriculum is designed to develop knowledge, skills and values that enable pupils to build safe, healthy, and respectful relationships, both online and offline.

RSE within PSHE

Our RSE programme is an integral part of our whole-school PSHE education provision and will cover relationships, health, emotional wellbeing, and sex education (secondary phase only). It is also linked with other curriculum areas including Science, Computing, Citizenship and Religious Education, ensuring a holistic approach to personal development.

Planning and delivery

Our RSE programme is planned and delivered through timetabled PSHE lessons, supplemented by assemblies, drop-down days, workshops and cross-curricular teaching. It is delivered primarily by class teachers and form tutors, with support from trained staff and visiting specialists where appropriate.

Working with External Providers and Project-Based Learning

To enhance pupil engagement and provide real-world learning experiences, our RSE programme is supplemented by project-based sessions delivered in partnership with accredited external providers, including **Northumbria Violence Reduction Unit (VRU)** and **Worth Educating**. These sessions are carefully integrated into the curriculum and support the development of personal safety, resilience, and responsible decision-making.

External provider sessions cover:

1. **Knife Crime and Joint Enterprise** – Understanding the legal consequences, personal responsibility, and strategies for avoiding risky situations.
2. **Malicious Communications** – Recognising online risks, cyberbullying, and the legal and social impact of harmful messaging.
3. **County Lines** – Awareness of exploitation, grooming, and strategies to stay safe from criminal networks.
4. **Images and Grooming** – Online safety, recognising grooming behaviours, and knowing how to report concerns.
5. **First Aid** – Basic life-saving skills, emergency response, and promoting confidence in handling injuries.
6. **Anti-Social Behaviour (ASB) – Offsite visit to Safety Works, Newcastle** – Interactive learning covering fire safety, metro safety, water safety, and other practical personal safety scenarios.

Implementation

- These sessions are planned collaboratively between school staff and external providers to ensure they are **age-appropriate, relevant, and aligned with safeguarding principles**.
- Learning outcomes from these sessions are linked to PSHE and RSE objectives, including **responsible citizenship, personal safety, and healthy decision-making**.
- Pupil progress is assessed through **reflection activities, discussion, and project-based tasks** following the sessions.
- Staff accompany pupils to all offsite visits and facilitate integration of learning back into the classroom context.

This approach ensures pupils receive practical, impactful learning experiences while maintaining safety, inclusivity, and alignment with statutory guidance.

Use of data and pupil need

We ensure RSE is matched to the needs of our pupils by drawing on local safeguarding data, health statistics, and feedback from parents, staff and pupils. These inform our priorities, ensuring that the programme is relevant and responsive to emerging issues in our community.

Inclusivity and age-appropriateness

We ensure an inclusive RSE programme by using resources and teaching strategies that reflect diverse families, cultures, gender identities, and abilities. We ensure an age-appropriate RSE programme by sequencing learning so that pupils build on prior knowledge as they move through key stages.

Key stage coverage

- **Key Stage 1–2 (Primary):** Families, friendships, respectful relationships, keeping safe (including online), and preparing for puberty.
- **Key Stage 3 (Lower Secondary):** Respectful relationships, diversity and equality, consent, online safety, healthy lifestyles, and introduction to sexual health.
- **Key Stage 4 (Upper Secondary):** Intimate relationships, contraception, pregnancy choices, sexual health, the law, challenging discrimination, online influences (including pornography), and long-term commitment.

An overview of learning in each key stage and year group can be found in the curriculum map (Appendix A).

Differentiation

Lessons will be differentiated by adapting language, using visual and practical resources, pre-teaching key vocabulary, providing small-group or one-to-one support, and applying behaviour-informed teaching strategies to ensure that all pupils, including those with SEN and behavioural needs, can access the curriculum.

Assessment

RSE will be assessed through pupil self-reflection, class discussion, observation, and written or creative tasks. Teachers will assess progress against learning outcomes, and

pupil voice will be used to evaluate understanding and engagement. Evidence will be recorded in PSHE books, portfolios, or whole-class displays, depending on key stage.

5. Safe and Effective Practice

Creating a safe learning environment

We ensure a safe learning environment by establishing clear ground rules with pupils at the start of every RSE unit. Teachers and pupils agree ground rules by discussing expectations such as listening respectfully, using appropriate language, respecting confidentiality, and not sharing personal stories.

Answering pupils' questions

Pupils' questions are answered honestly, factually and in an age-appropriate manner. If a pupil's question goes beyond the sex education covered by the school or relates to sex education from which they have been withdrawn, the teacher will acknowledge the question and provide guidance on where the pupil can access further safe and reliable information.

Use of distancing techniques

Distancing techniques such as case studies, role play, fictional scenarios, and discussion of characters are used because they allow pupils to explore sensitive issues without sharing personal experiences. Pupils are able to ask questions anonymously by using a question box, post-it notes, or digital surveys where appropriate.

Managing sensitive and controversial issues

Potentially sensitive or controversial issues are managed in line with school safeguarding and behaviour policies. Teachers provide balanced and impartial information, signpost pupils to appropriate services, and use professional judgement to protect pupils from inappropriate or harmful material.

Staff protocols

All staff teaching RSE are supported by the RSE Lead and Safeguarding Team. Teachers receive training on handling sensitive issues, setting boundaries, and managing disclosures. Our policy is to ensure consistency so that staff:

- Use approved resources.
- Refer safeguarding concerns immediately.
- Avoid sharing personal beliefs or experiences.
- Encourage critical thinking and respect for diversity.

Supporting pupils with SEN and behavioural needs

For pupils with SEN or behavioural needs, ground rules are reinforced regularly, expectations are made explicit, and activities are adapted to ensure safety and engagement. Staff use additional strategies such as pre-teaching, simplified language, and smaller group settings to minimise anxiety and disruption. See appendix B for a staff protocols checklist for delivering RSE.

6. Engaging Parents and Other Stakeholders

Parents, carers, governors, and pupils are valued partners in the design and delivery of our RSE programme. We recognise that successful relationships and sex education is most effective when school and home work together to support children's learning and development.

Working with Parents and Carers

- Parents are informed about the RSE policy through consultation events, newsletters, and the school website.
- The policy is readily available to parents in both printed form (upon request) and online via the school website.
- We are committed to openness with parents by sharing curriculum plans, lesson outlines, and examples of teaching resources in advance.
- We notify parents prior to the delivery of RSE units, ensuring they are aware of the focus and timing of lessons.
- To see materials used to teach RSHE, parents can request access via the school office or through the PSHE/RSE lead.
- We provide additional resources and guidance to parents (upon request) so they can follow up and support RSE work at home.

Working with Governors

- Governors contribute to the RSE policy through review and approval processes, ensuring it reflects statutory duties and the ethos of the school.
- At least one governor is involved in the development and monitoring of the RSE programme.
- Governors are kept up to date with curriculum developments through regular briefings from the Headteacher and PSHE/RSE Lead.

Working with Pupils (Pupil Voice)

- Pupils are engaged in shaping the RSE programme through pupil voice surveys, weekly learner meetings, staff and student mentoring opportunities and daily conversations with staff.
- Their feedback informs lesson planning, ensuring the programme remains relevant, age-appropriate, and inclusive.
- Pupil voice is used to tailor lessons to the diverse needs of learners, including those with SEN and behavioural needs, ensuring all pupils feel safe, respected, and heard.

7. Right to Withdraw from Sex Education

Parents and carers have the legal right to withdraw their child from some or all aspects of sex education delivered as part of the RSE curriculum. However, they do not have the right to withdraw their child from:

- Relationships education (primary)
- Relationships and health education (secondary)
- The biological aspects of human growth and reproduction taught within the Science curriculum (if delivered).

Process for Withdrawal

- If a parent/carers wishes to withdraw their child from some or all of sex education, they should make a written request to the Headteacher.
- The Headteacher, together with the PSHE/RSE Lead, will meet with the parent/carers to discuss their request, clarify the content from which the pupil will be withdrawn, and outline the benefits of receiving RSE.
- The school will keep a written record of all withdrawal requests and the outcomes of these discussions.

Monitoring and Reviewing the Decision

- The decision to withdraw a pupil from sex education will be respected, but the school will review the request with the parent/carers annually (or at agreed intervals) to ensure their decision remains informed and up to date.
- When a child is three terms away from their 16th birthday, the school will meet with the pupil to establish their wishes, as pupils have the legal right to opt into sex education at that point, regardless of parental withdrawal.

Alternative Provision

- For pupils withdrawn from sex education, the school will ensure they receive purposeful, appropriate, and supervised education during withdrawal periods.
- Alternative learning will be planned to complement their wider PSHE and academic curriculum, ensuring that they continue to receive education that supports their personal development and wellbeing.

A **parent information leaflet (one-page summary)** explaining the right to withdraw can be found in Appendix C.

8. Safeguarding

The RSE policy supports our school's approach to safeguarding and links to, and is informed by, other policies and statutory and non-statutory guidance, including:

- Keeping Children Safe in Education (DfE statutory guidance)
- Child Protection Policy
- Behaviour Policy
- SEND Policy
- Online Safety Policy

Supporting safe and effective RSE practice

Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue. Staff are trained to recognise signs that a pupil may be at risk and know to follow school safeguarding procedures immediately.

Consultation and reporting

Teachers will consult with the **Designated Safeguarding Lead (DSL)** if they suspect a pupil is at risk or if a disclosure occurs. Any safeguarding concern arising in RSE lessons is recorded and reported in line with the school's Child Protection Policy.

Protocols for vulnerable pupils

Pupils who may be considered particularly vulnerable or 'at risk' are supported through differentiated lessons, small-group or 1:1 support, and targeted pastoral interventions. Staff follow agreed safeguarding and behaviour procedures to ensure these pupils can participate safely in RSE.

Visitors and external agencies

The protocol for inviting visitors or external agencies into RSE lessons is:

- They must be approved by the PSHE/RSE Lead and Headteacher.
- They are required to read and follow the school's safeguarding, confidentiality, and RSE policy before delivering sessions.
- They are supervised at all times by a school staff member.
- If a visitor or external agency receives a disclosure from a pupil, they must immediately inform the DSL and follow school safeguarding procedures.

This approach ensures that RSE is delivered in a safe, supportive, and legally compliant environment, while maintaining the welfare of all pupils as the school's top priority.

9. Monitoring, Reporting and Evaluation

The school's RSE provision is monitored and evaluated by the **PSHE/RSE Lead**, in collaboration with the Headteacher and designated governors. Monitoring includes lesson observations, review of resources, assessment records, and feedback from staff, pupils, and parents.

Reporting

Findings from monitoring are reported to the **Senior Leadership Team** and governing body, highlighting strengths, areas for development, and recommendations for improvement. Reports ensure that the curriculum remains compliant with statutory guidance and aligned with the school's ethos.

Assessment and evaluation

Assessment of RSE contributes to evaluation through a combination of:

- Pupil self-assessment and reflection activities
- Teacher observation of participation and understanding
- Analysis of written or creative work and portfolios
- Pupil voice surveys and focus groups

Visitors and external agencies

The contribution of visitors and external agencies to RSE provision is monitored and evaluated by the PSHE/RSE Lead. Feedback is gathered from pupils and staff to ensure that sessions are effective, relevant, and complement the school-led curriculum.

Pupil voice

Pupil voice is influential in adapting and amending planned learning activities. Pupils are invited to share their views through surveys, class discussions, and the school council. Their feedback helps tailor content to be age-appropriate, engaging, and inclusive, ensuring the programme meets the needs of all learners, including those with SEN and behavioural needs.

10. Policy Review

As part of effective RSE provision, the RSE policy is reviewed at least every 18–24 months. The review ensures that the policy continues to meet the needs of pupils, staff, and parents, and remains aligned with current Department for Education statutory and non-statutory guidance.

Review process

- The PSHE/RSE Lead coordinates the review, consulting with the Headteacher, governing body, staff, parents, and pupils.
- Feedback from monitoring, evaluation, and pupil voice informs amendments and improvements.
- Changes in statutory guidance, safeguarding practice, or local context are incorporated into the revised policy.

- The updated policy is approved by the governing body and communicated to staff, parents, and pupils.

Appendices

Appendix A

Year	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical Health and Mental Wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setback	Risks and hazards; safety in the local environment and unfamiliar places

Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Expressing opinions and respecting other points of view, including discussing topical issues	Recognising and managing pressure; consent in different situations	Attraction to others; romantic relationships; civil partnership and marriage	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

	Autumn1 Health & Wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
Year 7	Transition and safety Personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork, and enterprise skills, and raising aspirations	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Diversity Diversity, prejudice, and bullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Appendix B: Staff Protocols Checklist for Delivering RSE

Before Lessons

- ✓ Familiarise yourself with the RSE policy, curriculum map, and approved resources.
- ✓ Plan lessons with age-appropriate and inclusive materials.
- ✓ Prepare ground rules with pupils at the start of each unit.
- ✓ Consider differentiation and adaptations for pupils with SEN and behavioural needs.
- ✓ Be aware of safeguarding procedures and reporting routes.

During Lessons

- ✓ Establish and revisit agreed ground rules (e.g., respect, no personal stories, right to pass).
 - ✓ Use distancing techniques (e.g., scenarios, role play, case studies) to depersonalise sensitive issues.
 - ✓ Provide factually accurate, balanced, and impartial information.
 - ✓ Encourage respectful discussion, valuing diversity and equality.
 - ✓ Use anonymous question methods (e.g., question box, post-its, digital forms).
 - ✓ Respond to questions honestly, age-appropriately, and within curriculum boundaries.
 - ✓ Redirect or postpone answering if a question:
 - is outside curriculum scope,
 - relates to withdrawn sex education content, or
 - raises safeguarding concerns.
-

Managing Sensitive Issues

- ✓ Remain calm and professional at all times.
 - ✓ Avoid sharing personal beliefs or experiences.
 - ✓ Use inclusive language and examples.
 - ✓ Acknowledge sensitive or controversial views respectfully, but challenge prejudice or harmful stereotypes.
 - ✓ Be consistent in handling behavioural issues, following school behaviour policy.
-

After Lessons

- ✓ Record and share any safeguarding concerns immediately in line with school policy.
- ✓ Reflect on lesson delivery and seek support from the RSE Lead if needed.
- ✓ Share pupil feedback to inform curriculum review and planning.
- ✓ Engage in professional dialogue with colleagues to develop practice.

Appendix C

Relationships & Sex Education (RSE) – Parent Information Page

What is RSE?

Relationships and Sex Education (RSE) is part of our Personal, Social, Health and Economic (PSHE) curriculum. It helps children and young people learn about:

- Healthy relationships
 - Respect for others
 - Emotional wellbeing
 - Growing up and keeping safe
 - The changes of puberty
 - Human reproduction (at age-appropriate stages)
-

Your Right to Withdraw

By law, parents and carers have the right to withdraw their child from **some or all of the sex education lessons** delivered as part of RSE.

However, you **cannot withdraw your child** from:

- Relationships Education (primary)
 - Relationships and Health Education (secondary)
 - The Science curriculum (which includes the biological aspects of human growth and reproduction)
-

How to Request Withdrawal

If you wish to withdraw your child from sex education:

1. Write to the **Headteacher** to make your request.
 2. The Headteacher (and/or RSE Lead) will arrange a meeting with you to:
 - Explain what will be taught.
 - Answer any questions.
 - Discuss the benefits of your child receiving RSE.
 3. Your request will be recorded and kept on file.
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Reviewing Withdrawal Requests

- We will revisit your decision with you at regular intervals to make sure you are happy with your choice.

- When your child is **three terms away from turning 16**, they have the right to choose to take part in sex education, even if you previously withdrew them.
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Alternative Learning

If your child is withdrawn from sex education, they will continue to receive **purposeful and supervised learning** during that time, so their education is not disrupted.

Working in Partnership

We are committed to working with parents and carers. If you would like to view the RSE policy, curriculum plans, or the materials used in lessons, please contact the school office or our **RSE Lead**.