



Sutherland House School

PSHCE Education Policy including Relationships and Sex Education

This policy has been written in line with the following legislation and statutory guidance, but not limited to: -

- Equality Act 2010
- DfE (2022) 'Keeping children safe in education'
- DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

Policy written by:	Georgie Drewery/ Laura Conway	RSE/PSHCE teacher/ Assistant Heach Teacher
Policy ratified by:	Robbie Jones	Head Teacher
Policy date:	March 2024	
Policy review date:	March 2025	

Document control

Title: RSE Policy

Applicable to: School staff and pupils

Ratified by: Ann Stewart, Head Teacher

Date: September 2022

Review date: September 2023

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1. Statement of Intent

At Sutherland House School, we understand the importance of educating pupils about sex, relationships, and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of Personal, Social, Health, Citizenship, and Economic Education (PSHCE) and Relationships and Sex Education (RSE) can help to prepare pupils for the opportunities, responsibilities, and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental, and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and PSHCE curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Sutherland House School is an education provision for pupils with a diagnosis of Autism Spectrum Condition (ASC). All pupils who attend Sutherland House School have an Education, Health, and Care Plan.

We understand the importance of teaching RSE to pupils with autism and the need to differentiate learning to make it accessible to a range of levels of ability and learning styles. We are, therefore, committed to providing the best possible opportunities for our pupils to learn about Relationships and Sex Education and PSHCE in preparation for adulthood.

This policy is intended to be used in conjunction with the following school policies:

- Safeguarding Children and Young People and Child Protection Policy
- E-Safety Policy
- Privacy and Data Protection Policy

2. Roles and Responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the PSHCE and RSE curriculum is well-led, effectively managed, and well-planned.

- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils considering their SEND strengths and needs and in line with their Education, Health, and Care Plans (EHCPs).
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring PSHCE and RSE is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the PSHCE and RSE curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's PSHCE and RSE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing body on the effectiveness of this policy and the curriculum.

The Deputy Head Teacher with responsibility for Quality of Education is responsible for:

- Overseeing the delivery of RSE and PSHCE.

Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.

- Ensuring the curriculum is age-appropriate, of high-quality and meets the needs of pupils considering their Autism Spectrum Condition (ASC) and SEND.
- Reviewing changes to the PSHCE and RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and PSHCE, providing support to staff where necessary.
- Ensuring the continuity and progression for each pupil taking into account their starting point.

- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

Teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering PSHCE and RSE in a sensitive way and that is of a high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and PSHCE.
- Liaising with the Deputy Head Teacher with responsibility for Quality of Education and the Clinical Team about identifying and responding to the individual needs of pupils considering their Autism Spectrum Condition (ASC) and SEND.
- Monitoring pupil progress in PSHCE and RSE from their starting points.
- Reporting any concerns regarding the teaching of RSE or PSHCE to the Deputy Head Teacher with responsibility for Quality of Education or any other member of the Senior Leadership Team.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3. Organisation of the RSE and Health Education Curriculum

All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

Sutherland House School is a non-maintained school offering education for pupils aged 3 to 19 years. In line with the statutory guidance, all pupils in secondary education receive “**relationships and sex education**”. Most aspects of “**relationships and sex education**” are covered through the **PSHCE Curriculum**.

The school seeks opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils' learning.

RSE and health education are be linked to the following subjects:

- **PSHE** – pupils learn about respect and difference, values, and characteristics of individuals, teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and Computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

Teachers work closely together to ensure that the different subject areas complement each other and do not duplicate content.

The RSE and PSHCE curriculum is developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

Parents receive a letter informing about the RSE and PSHCE curriculum and are consulted regarding requests of withdrawal from some or all of sex education delivered as part of statutory RSE.

Where applicable and relevant, pupils will be involved in giving their views about the RSE and PSHCE curriculum at their level of ability.

Teachers, teaching staff, therapists and other relevant professionals will contribute with their views during training opportunities and other relevant means.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school considers the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school considers the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSE and PSHCE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

The school uses the PSHE Association framework for pupils with SEND. This resource can be downloaded for free on their website: www.pshe-association.org.uk

4. Curriculum and Assessment

The majority of the RSE curriculum will be delivered through the PSHCE Curriculum.

Through effective organisation and delivery of the subject:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- The required content is appropriate and relevant to each pupil's specific needs taking into account their ASC and SEND.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that this can be used confidently in real-life situations.

RSE and PSHCE complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSE and PSHCE Curriculum will be delivered by appropriately trained members of staff.

The curriculum proactively addresses issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

RSE and PSHCE are delivered in a non-judgemental, age-appropriate, developmentally appropriate factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school integrates LGBTQ+ content into the RSE Curriculum where appropriate and relevant to each pupil. This content is taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive,

age-appropriate, developmentally appropriate, and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet their ASC and SEND needs.

Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities are used to assist learning.

Inappropriate images, videos, etc. are not used, and resources will be selected with sensitivity given to the age, level of ability and understanding and cultural background of pupils.

Pupils are prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

Teachers establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.

Teachers ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers answer questions sensitively and honestly.

The curriculum is designed to focus on boys as much as girls and activities are planned to ensure both are actively involved, matching their different level of ability, and understanding and learning styles.

Teachers focus on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

In teaching the curriculum, teachers are aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers are aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of the curriculum, parents are consulted, and their views are valued. What will be taught and how, will be planned in conjunction with parents and other relevant stakeholders as part of the yearly review of EHCP outcomes.

Assessment plays an important part in helping the school to recognise each pupil's progress, understand their needs, plan activities, and assess the need for support.

Parents are kept up to date with their child's progress and development and play an important part in contributing to the yearly Education, Health, and Care Plan reviews.

The Deputy Head Teacher with responsibility for Quality of Education will discuss any cause for concern in pupils' progress from their starting point and in relation to the specific RSE and PSHCE learning programme they are undertaking.

Formative assessments are used to assess how pupils are responding to the RSE and PSHCE content. Staff members will observe pupils to understand their level of progress and learning styles. This in turn will inform further planning.

This information is then used at summative assessment points to review progress towards Education, Health, and Care Plan (EHCP) outcomes which inform the setting of Individual Education Plan (IEP) targets and to shape learning experiences for each pupil.

The school has the same high expectations of the quality of pupils' work in RSE and PSHCE as for other curriculum areas.

Lessons are planned to provide suitable challenge to pupils of all abilities.

Assessments are used to identify where pupils need extra support or intervention.

There are no formal examinations for RSE and PSHCE; however, to assess pupil outcomes, the school will capture progress through specific assessment frameworks as part of PSHE.

5. Safeguarding and Confidentiality

All pupils are taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

Confidentiality within the classroom is an important component of RSE and PSHCE, and teachers are expected to respect the confidentiality of pupils as far as possible, providing that the information does not create a Safeguarding Concern.

Teachers must follow the Safeguarding Procedures if any information causes concern or, when in doubt, liaise with the Safeguarding Team for advice on how to proceed.

Teachers, however, understand that some aspects of RSE may lead to a pupil raising a specific safeguarding concern and that if a disclosure is made the Designated Safeguarding Lead (DSL) must be alerted immediately.

Pupils are made aware of how to raise their concerns or make a complaint, and how their complaint will be handled. This includes the process for when they have a concern about a peer. Pupils might need support and guidance through trained staff in how to raise their concerns. This might involve support from Speech and Language and/or Psychology.

6. Staff Training

Training is provided to the relevant members of staff on a regular basis to ensure they are up to date with the RSE and PSHCE curriculum.

Training is also scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.

Where relevant, training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

Where relevant, appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling, and treatment, as well as guidance on emergency contraception and their effectiveness.

7. Monitoring the Quality of Teaching and Learning

The Deputy Head Teacher with responsibility for Quality of Education is responsible for monitoring the quality of teaching and learning for the subject.

The Deputy Head Teacher with responsibility for Quality of Education will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Observations of Teaching and Learning
- Learning walks
- Teacher's self-Evaluation
- Moderation through teachers' workshops
- Review of planning and resources
- Review of evidence of progress (formative and summative)
- Supervision documents specifying areas of strength and areas for development with well-defined and time-bound actions.

The Deputy Head Teacher with responsibility for Quality of Education will provide agreed reports to the Head Teacher and the governing body on the quality of teaching and learning for RSE and PSHCE.

8. Parents/carers right to withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE. There is no right to withdraw from Relationships Education or Health Education.

Primary aged pupils:

- Parents/carers do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents/carers do not have the right to withdraw their children from relationships education.
- Requests for withdrawal should be put in writing using the form in **Appendix 2** of this policy and addressed to the Headteacher.
- Alternative work will be provided for pupils who are withdrawn from sex education.

Secondary aged pupils:

- Parents/carers do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, up to and until, 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- Requests for withdrawal should be put in writing using the form in **Appendix 2** of this policy and addressed to the Headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1 – RSE Curriculum Map

Sutherland House School: Curriculum Mapping- RSE

Subject: RSE	
Key Stage: 3	
Pathway: Blue & Orange Pathway	
Key Stage 3	
Autumn	Autumn Half-term 2
<p>Topic: Families</p> <p>Learning to: Different types of relationships; marriage; other types of <u>long term</u> relationships; roles and responsibilities of parents raising children; determining whether others are trustworthy; recognize when someone is unsafe + how to seek help/advice</p>	<p>Topic: Respectful Relationships including friendships</p> <p>Learning to: Identify characteristics of positive and healthy friendships (online and offline); practical steps to improve/support respectful relationships; how stereotypes can cause damage; identify that in school and wider society they can expect to be treated with respect by others; show tolerance and respect to others and others' beliefs; different types of bullying (including cyberbullying); identify that some types of behaviour within relationships are criminal; what constitutes sexual harassment and sexual violence and why these are unacceptable; legal rights and responsibilities regarding equality</p>
<p>PSHE Association framework: Changing and Growing – Friendship; Healthy and unhealthy relationship behaviour; Intimate relationships, <u>consent</u> and contraception; Long-term relationships/parenthood Managing Feelings – Strong feelings Self-Care, Support and Safety – Feeling frightened/worried; Public and <u>private</u></p>	<p>PSHE Association framework: Self-Awareness – Prejudice and discrimination; managing <u>pressure</u> Managing Feelings – Self-esteem and unkind comments; Romantic feelings and sexual attraction; expectations of relationships/abuse Changing and Growing – Friendship; Healthy and unhealthy relationship behaviour The World I Live In – Diversity/rights and responsibilities</p>

Subject: RSE	
Key Stage: 3	
Pathway: Blue & Orange Pathway	
Key Stage 3	
Spring	Spring Half-term 2
<p>Topic: Online and Media</p> <p>Learning to: Identify their rights, responsibilities and opportunities online including expectations of behaviour online; identify risks online; not provide material to others that they would not want shared further and not to share personal information; what to do and where to get support to report material or manage issues online; impact of viewing harmful content; that sexually explicit material often presents distorted picture of sexual behaviours + can damage the way people see themselves; that sharing + viewing indecent images of children is a criminal offence; some understanding of how information is generated, collected, shared and used online</p>	<p>Topic: Being Safe</p> <p>Learning to: understand 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; how these issues can affect current and future relationships; 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)</p>
<p>PSHE Association framework: Self-Care, Support and Safety – Feeling frightened/worried; Accidents and risks; Keeping safe online; Public and <u>private</u> Changing and Growing – Intimate relationships, <u>consent</u> and contraception</p>	<p>PSHE Association framework: Self-Awareness – Prejudice and discrimination; Managing <u>pressure</u> Self-Care, Support and Safety – Feeling frightened/worried; Being safe <u>online</u> Changing and Growing – Intimate relationships, <u>consent</u> and contraception</p>
<p>Topic: Intimate and sexual relationships including sexual health</p> <p>Learning to: recognise the characteristics and positive aspects of healthy 1:1 intimate relationships including mutual respect, consent, loyalty, trust, shared interests,</p>	<p>Topic: Intimate and sexual relationships including sexual health</p> <p>Learning to: facts about the full range of contraceptive choices, efficacy and options available; that there are choices in relation to pregnancy (including keeping the</p>

Sutherland House School: Curriculum Mapping- RSE

Subject: RSE	
Key Stage: 3	
Pathway: Blue & Orange Pathway	
<p>etc.; recognise that all aspects of health can be affected by choices they make in sex and relationships (positively or negatively); facts about reproductive health including fertility and the potential impact of lifestyle on fertility for men and women; recognise that there are a range of strategies for identifying and managing sexual pressure including peer pressure, resisting pressure and not pressurising others; recognise that they have a choice to delay sex or to enjoy intimacy without sex.</p>	<p>baby, adoption, abortion and where to get further support); how different STIs are transmitted, how risk can be reduced through safer sex and the importance of and facts about testing; understanding the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment; how the use of alcohol and drugs can lead to risky sexual behaviour; how to get further advice including how and where to access confidential sexual and reproductive health advice and treatment</p>
<p>PSHE Association framework: Changing and Growing – Healthy and unhealthy relationship behaviours; intimate relationships, <u>consent</u> and contraception; Long term relationships/parenthood Healthy Lifestyles – Elements of a healthy lifestyle Self-Care, Support and Safety – Feeling frightened/worried Self-Awareness – Managing pressure</p>	<p>PSHE Association framework: Changing and Growing – Intimate relationships, <u>consent</u> and contraception Healthy Lifestyles – Drugs, alcohol and tobacco</p>

Subject: RSE	
Key Stage: 3	
Pathway: Purple Pathway	
Key Stage 3	
Autumn	Autumn Half-term 1
	Topic: Group Building
Aims:	<ul style="list-style-type: none"> To establish ground rules for the functioning of the group To introduce students to group work – sharing, listening, valuing <u>each others'</u> contributions To help students explore their similarities and differences To enhance students' sense of self and of self-worth
	Suggested units: Who are we? This is me, <u>Living</u> with disability, Things I like or dislike, Me and others, Where I live
	Autumn Half-term 2
	Topic: The Physical Self and Public and Private
(Physical self) Aims:	<ul style="list-style-type: none"> To help students become aware of the physical changes taking place throughout their life To give students an understanding of intercourse and conception To help students to discuss freely issues relating to gender and body awareness To develop an awareness and a vocabulary of private body parts
(Public/private) Aims:	<ul style="list-style-type: none"> To encourage students to clarify and identify the parts of the boy which are <u>private</u> To clarify with students which parts of their body they can touch in public or in <u>private</u> To clarify the concept of public and private To encourage students to identify public and private activities and places To encourage students to <u>acknowledge</u> the need for modesty in public <u>places</u> To encourage students to respect others' personal or private <u>possessions</u>
	Suggested units: Gender identification, Identification of female body parts, Identification of male body parts, Puberty, Menstruation, Conception, Pregnancy, Birth.

Subject: RSE	
Key Stage: 3	
Pathway: Purple Pathway	
	Parenthood, The ageing process – growing and changing, the menopause, old age, death, bereavement, Public and private, Private toilets, Public toilets, Private body parts, Public and private places
	Spring Half-term 1
	Topic: Emotions
Spring	Spring Half-term 2
	Topic: Relationships
Aims:	<ul style="list-style-type: none"> To experience their physical and emotional reactions to and in a variety of situations To describe the physiological effects of emotions To label these emotions in ways which are clear to <u>others</u> To express their feelings in an assertive, unambiguous, appropriate manner To grow awareness of the difference between appropriate and inappropriate expressions of emotion To recognise cultural differences in expression of emotion To identify the feelings of others by noticing their behaviour
	Suggested units: Happiness, Sadness, Love, Hatred, Anger, Fear and anxiety, Excitement, Disappointment, Rejection, Embarrassment, Jealousy, Guilt
	Aims:
	<ul style="list-style-type: none"> To help students explore a range of current and future relationships which may be open to <u>them</u> To offer students an understanding of the various personal needs that can be met through those <u>relationships</u> To explore the interpersonal skills needed to make and maintain <u>relationships</u> To help students appreciate that relationships may change over time or may be broken
	Suggested units: Self-esteem, Presentation of self, Interpersonal social skills, People I live with, How roles change, Greetings and goodbyes – family members, Greetings and goodbyes – peers, Greetings and goodbyes – formal situations, Getting on with others, <u>Forming relationships</u> , Close friends, Partners

Sutherland House School: Curriculum Mapping- RSE

Subject: RSE	
Key Stage: 3	
Pathway: Purple Pathway	
	(girl/boyfriends), Sustaining a relationship, Ending a relationship
	Summer Half-term 1
Summer	Summer Half-term 2
	Topic: Being Healthy and Staying Safe
Aims:	<ul style="list-style-type: none"> To help students to look at the way they feel about <u>themselves</u> To explore the ways they behave, both in public and in private To examine individual sexual choices and decisions To explore different cultures values and practices in relation to sexual expression
	Suggested units: Assertiveness, Bullying and hate crime, <u>Keeping healthy</u> , Personal hygiene, Sexual health – intimate examinations, Sexual health – safer sex, Contraception, Abortion, Sexual health – sexually transmitted infections, Sexual health – HIV and AIDS, Keeping safe from sexual abuse
	Suggested units: Personal attraction, Development of a physical relationship, Sexual expression with a partner, Sexual intercourse, Same sex relationships, Masturbation – female, Masturbation – male, Wet dreams, Pornography/sexually explicit media images

Appendix 2 – Right to Withdrawal Form

Withdrawal from Sex Education Form			
Name of Child:		Class:	
Name of Parent/carer:		Date:	
Reason for withdrawing from 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/carers: