



Relationship, Sex & Health Education Policy

July 2026

Date of Review: Sept 2026

**Statutory Policy required by education legislation:
DfE Section 80A of Education Act 2002 and Section 403 of 1996 Education Act
Relationships and Sex Education (RSE) and health Education – Statutory
Guidance 2025**

ASPIRE

ACHIEVEMENT * SUPPORT * PERSISTENCE * INDIVIDUALITY * RESPECT * EXCELLENCE

1. Introduction

- 1.1 The Henry Cort Community College integrates elements of relationships and sex education (RSHE) within the SMSC (spiritual, moral, social and cultural development) programme and the wider curriculum. The law¹ now requires that all students in secondary education be taught RSHE from September 2020. Recent statutory guidance² sets out the required RSHE content, whilst giving schools the freedom to deliver that content within a broad and balanced curriculum.

This policy covers the College's approach to teaching RSHE. It is informed by the statutory guidance referred to above and by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSHE) Policy' (2025), other relevant legislation and statutory guidance such as the Equality Act 2010 and Keeping Children Safe in Education.

- 1.2 The Henry Cort Community College, in line with government guidelines, believes that effective relationships and sex education is best achieved through a whole-college approach, which ensures that the College's policy is appropriately set for the age and maturity of the students. This includes:

- involving parents and carers
- giving staff appropriate training and support
- ensuring that students' views are listened to

It should be read in conjunction with other relevant college policies such as:

- Safeguarding (Child Protection) Policy
- Spiritual, Moral, Social and Cultural Development (SMSC) Policy
- Anti-Bullying Policy
- e-Safety Policy

2. Rationale and Aims

- 2.1 The Henry Cort Community College believes RSHE plays a critical role in helping students develop and become responsible adults. RSHE enables students to develop more confidence about their bodies, be comfortable with their own sexuality and behave responsibly in relationships so ensuring their sexual health and well-being. RSHE is integrated into the taught programme for Social, Moral, Spiritual and Cultural Education (SMSC), Religious Education (RE), Computing and Science and may also occur informally in other areas of the curriculum.
- 2.2 Our primary aim in RSHE is to give students the information they need to help them develop healthy, nurturing relationships of all kinds. It will enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We aim to teach acceptable and unacceptable behaviour in relationships, to help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- 2.3 Effective RSHE aims to teach young people to understand human sexuality and to

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education/annex-a-regulations-for-relationships-education>

² <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education>

respect themselves and others; it does not encourage early sexual experimentation. It should enable young people to mature, build their confidence and self-esteem and support them to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. We aim to impart knowledge about safer sex and sexual health to ensure that our students are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgmental, factual way and allow scope for students to ask questions in a safe environment.

- 2.4 RSHE at Henry Cort Community College is underpinned by our A.S.P.I.R.E. ethos, which promotes a wider development of resilience, respect and character in the individual. In coordination with our pastoral care system, we aim to foster the personal SMSC development of our students, as well as helping to enhance their ability to cope with life and its demands. We aim to inspire and encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work.

3. Responsibilities

- 3.1 Responsibility for the College's RSHE policy lies with College governors. This policy is subject to review and approval by the Governing Body. In College, the Assistant Principal with designated responsibility for SMSC is responsible for the implementation and review of the policy.
- 3.2 RSHE is delivered primarily through timetabled SMSC/PDL lessons and by selected teachers with professional experience in delivering this content. Elements of the RSHE content are taught as part of the Science, Religious Education and Computing curriculum and the College may also invite appropriate experts to teach specific topics within the RSHE programme.
- 3.3 RSHE is delivered by teachers who have taken an active role in the planning of the material, whether as part of the specific SMSC team, specialist R.E., computing or science teachers. All staff at The Henry Cort Community College are fully aware of this college policy and its contents. Teachers new to the College are introduced to this policy during their induction. All staff are kept aware of changes in legislation through CPD sessions.
- 3.4 We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. The school aims to work with parents and carers to support them in preparing their children for happy and fulfilled relationships in adult life.

4. Equality

- 4.1 Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against students because of their protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSHE and other subjects. Teachers will consider whether it may be appropriate or necessary to put in place additional support for students with particular protected characteristics. All teaching and resources are assessed by the RSHE and health education team leader to ensure they are appropriate for the age and maturity of students, are sensitive to

their religious backgrounds and meet the needs of any SEND, if applicable.

- 4.2 Teachers are also mindful of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled appropriately.

5. Delivery of the Curriculum

- 5.1 The majority of the RSHE and health education curriculum will be delivered through the SMSC/PDL curriculum.
- 5.2 Through effective organisation and delivery of the subject, we will ensure that the RSHE curriculum will:
- teach about relationships, love and care and the responsibilities of parenthood as well as sex
 - have equal gender focus
 - build self-esteem and promote healthy mind-sets and lifestyles
 - teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity, parenthood, relationships and online activity
 - provide young people with information about different types of contraception, safer sex, and how they can access local sources of further advice and treatment
 - seek to involve young people as peer educators, e.g. teenage mothers and fathers. Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure
 - link relationship and sex education with issues of peer pressure and other risk-taking behaviours such as drugs, smoking and alcohol
 - ensure young people understand how the law applies to sexual relationships
 - all students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum
- 5.3 Core knowledge is sectioned into units and the required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work delivered by teams of staff who specialise in their given area of the RSHE curriculum. Teaching includes sufficient and well- chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.
- 5.4 Where appropriate, the College will look for opportunities to make links between RSHE and the national curriculum subjects and integrate teaching such as Computing, Science and R.E.
- 5.5 Teaching of the curriculum reflects requirements set out in law, as discussed in 1.1, 1.2.
- 5.6 The College will integrate and embed LGBTQ+ content into the RSHE curriculum. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.
- 5.7 Resources for every year group may include appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 5.8 Students will be prevented from accessing inappropriate materials on the internet when using such materials to assist with their learning. The prevention measures taken to ensure this are outlined in the College's Acceptable Terms of Use Agreement.

- 5.9 Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 5.10 Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 5.11 In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative and apply safeguarding protocol as appropriate.
- 5.12 It is recognized that many issues relating to relationship and sex education will evolve informally through class discussion and through teaching materials used by teachers. Such issues will be sensitively dealt with, involving clear ground rules and techniques for depersonalizing discussions. If a teacher deems a question to be inappropriate for class discussion, they will address the issue later the same day, with support if needed.
- 5.13 The College also recognises that some aspects of RSE must be taught by specialists. From time to time the College will invite professional health experts in to deliver issues relating to RSE. These will be asked to conform to the following:
 - Visitors contributing to RSE will do so at the invitation of the college and will be qualified to make an appropriate contribution.
 - Visitors must agree with the aims of the college in delivering its policy on RSE.
 - When in class visitors will be supervised by a teacher who will be present at all times
 - Visitors will follow the college's Safeguarding procedures if a disclosure occurs within the classroom setting
 - Visitors will know and understand where their contribution fits into the college's programme for RSE and Citizenship.

6. **Parental involvement**

- 6.1 We believe that partnership between college and parents is key to success –RSHE is a joint responsibility of staff and students. Parents need to know that the College's RSHE programme will complement and support their role as parents. The RSHE curriculum map is published on the College website and resources and additional information is made available on request.
- 6.2 Parents are provided with opportunities to understand and ask questions about the college's approach to RSHE and health education. The College understands that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding the content and/or teaching of RSHE and health education, they may submit these via email to enquiries@henrycort.org.
- 6.3 Parents may also have access to classroom materials and appropriate curriculum maps for RSHE, they should submit their request via the enquiries email.

- 6.4 Parents have the right to withdraw their child from non-statutory elements of RSHE and health education only, until 3 months before the child turns 16. This relates **only to sex education in RSHE**, and not to the teaching of relationships and the biological aspects of human growth and reproduction included within the statutory Science curriculum. If parents have any queries or wish to withdraw their child from the sex education element of RSHE, they should contact the College, via the enquiries email, and complete the withdrawal form (Appendix B). Before granting a withdrawal request, the College will discuss the request with the parents to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. When a student is withdrawn from the non-statutory areas of sex education, they will be given alternative work.

7. Monitoring and Evaluation

- 7.1 Staff are given an opportunity to reflect critically and evaluate on the delivery and resourcing of the RSHE curriculum through the cycle of RSHE planning time built into the timetable.
- 7.2. Students will have opportunities to review and reflect on their learning during lessons and student feedback is used to adapt and amend planned learning activities.
- 7.2 Where appropriate, and with the approval of the Principal, external specialists will be invited to support the delivery of the curriculum. The contribution of visitors and external agencies are monitored and evaluated by the lead practitioner of RSHE. A service level agreement should be signed if relevant.
- 7.3 The College has the same high expectations of the quality of students' work in RSHE and health education as for other curriculum areas.
- 7.4 There are no formal examinations for RSHE and health education; however, to assess, the College will capture progress in the following ways:
- book work
 - self-evaluations
 - topic feedback forms
 - learning walks
- 7.5 The Assistant Principal with responsibility for the SMSC curriculum will work regularly and consistently with the Principal and Link Governor to evaluate the effectiveness of the subjects and implement any changes.

8 Safeguarding

- 8.1 This policy runs alongside the Keeping Children Safe in Education (KCSIE), which sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online.
- 8.2 Effective delivery of RSHE necessarily allows students an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue. All Henry Cort staff are trained in child protection and, if they receive a disclosure or have any concerns about a student in their class, should follow the

College's normal safeguarding procedures as set out in the Safeguarding and Child Protection Policy.

- 8.2. Where visiting speakers are invited to support delivery of certain aspects of the RSHE curriculum, they will be subject to the College's usual procedures for vetting visiting speakers. In addition, the member of staff responsible for the talk will brief them in advance regarding the College's safeguarding procedures and their RSHE sessions will be attended by a member of college staff.
- 8.4. Students will be made aware of how to raise their concerns or make a report and how their report will be handled – this includes the process for when they have a concern about a peer.

9 Policy Review

- 9.4. This policy will be reviewed by the Assistant Principal, with responsibility for SMSC, and the governing body annually to ensure that it continues to meet the needs of students, staff and parents, and that it is in line with current Department for Education advice and guidance.

Appendix A. DFE Requirements – by the end of secondary College students should know.

Students should know	PDL topic	Year Group	Cross Curriculum details
Families			
Different types of relationship	RSHE	7 8 10 11	RE - 10
How these relationships might contribute to human happiness & importance of bringing up children	RSHE	7 8 9 11	RE - 10
What marriage or civil partnerships are – legal status and protections	RSHE	10	History - 9
Why marriage is an important choice for many	RSHE	10	RE - 10
Characteristics and legal status of other long-term relationships	RSHE	10 11	
Roles & responsibilities of parents	RSHE	8 9	English - 7 8 9 10 11
How to determine whether others are trustworthy or a relationship is unsafe	RSHE	9 11	English – 7 8 9 10
How families and relationships change over time, including through birth, death, separation and new relationships	RSHE	7	RE - 10 11
Respectful relationships, including friendships			
Characteristics of positive & healthy friendships	RSHE Respect	7 8 7 8	Music - 7 8 9
Practical steps to improve respectful friendships	RSHE Respect	7 8 7 8	
How stereotypes can cause damage	RSHE Careers Respect	8 9 10 8, 9 7 9	RE – 8 9 10 History - 9 11
That they can be expected to be treated with respect and they should show respect and tolerance	RSHE Careers Respect	7 9 10 11 7 8 9 11	RE – 8 10
Different types of bullying, the impact of this & where to get help	RSHE Respect	7 9 10 7 8	Computing - 8 Drama - 7 8
Skills for ending relationships or friendships with kindness and managing difficult feelings around this	RSHE	7 8 9 10 11	
That some types of behaviour in relationships is criminal (incl. violence and coercive control)	Respect Democracy	8 9 10 8	Eng - 10
What constitutes sexual harassment and violence and why they are always unacceptable	RSHE	8 9 10 11	
Legal rights and responsibilities regarding equality	RSHE Respect Democracy	9 10 7 9 11	History - 8 Computing - 7 8 Business studies - 10 11 Citizenship - 10 11
How stereotype, particularly based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage. This includes recognising misogyny and other forms of prejudice	RSHE RESPECT	7 8 9 10 11 9 10 11	
How pornography can negatively influence sexual attitudes and behaviours	RSHE	11	
How sub cultures may influence our understanding of sexual ethics including 'incels' or online influencers	RSHE	8 10 11	
Online safety & awareness			
Rights, responsibilities & opportunities online	Respect Careers RSHE	7 7-11 7 10	Drama - 8
Online risks including that material can be shared & difficulty of removing compromising material	RSHE Respect E&F	7 7 9 9 10	Computing - 7 8
Characteristics of social media, including that some social	RSHE	8 10 11	

media accounts are fake, may post things that are fake/ created by AI and some situations where users present highly exaggerated or idealised profiles of themselves.	RESPECT	9 10	
Not to provide material to others that they would not want shared or share personal material sent to them	E&F Careers RSHE Respect	7 11 8 9	Computing - 7 8
What to do/where to get support to report online issue	E&F RSHE Respect	7 8 10 9 11 7	Computing - 7 8
Impact of viewing harmful content	Respect RSHE	7 10 11	Computing - 7 8
Sexually explicit material presents distorted picture of sexual behaviours & can damage self-esteem and how they see others, particularly online	RSHE	11	
Sharing & viewing indecent images of children is a criminal offence with severe penalties	RSHE	10	
The prevalence of deepfakes including videos and photos, the harm that this can cause and how to identify them	RSHE	8 11	Computing - 7 8
How to identify when technology is being used as part of bullying, harassment, stalking, controlling or coercive behaviour and how to seek support	RSHE RESPECT	8 10 11 7	Computing - 7 8 9 10
Online scams including money extortion, valuable personal information, sextortion and how this information can be used at the detriment of the person or wider society.	RSHE Respect E&F	9 11 7	Computing - 7 8
How AI is rapidly developing, including AI chatbots and the risks posed. How students can think critically about new types of technology and how they may pose risk	RSHE Respect E&F	8 11 7	Computing - 7 8 9 10
How information is gathered, collected, shared and used online.	E&F	7 8 9 10	Maths - 7 8 9 10 Business – 10 11 Computing - 10 Geography - 10
Being Safe			
Concepts & laws relating to & how these affect relationships (current & future)			
• Sexual Consent	RSHE	8 9 10 11	Eng – 10 11
• Sexual Exploitation	RSHE	8	
• Abuse	RSHE	10 11	
• Grooming	RSHE	8 10 11	
• Coercion	RSHE	8 10 11	Eng - 10
• Harassment including sexual	RSHE	8 9 10 11	
• Fixated, obsessive or unwanted behaviour	RSHE	8 10 11	
• Rape / sexual assault	RSHE	10 11	
• Domestic Abuse	RSHE	8 9	
• Strangulation and suffocation	RSHE	11	
• Forced Marriage	RSHE	9	Eng - 7, 9
• Honour-based violence	RSHE	7	
• FGM	RSHE	7	
How people can increase personal safety in public spaces and how to seek help when needed and report concerns	RSHE	7 8 9 10 11	Tutor programme - All
How people can communicate & recognise consent and how consent can be withdrawn	RSHE	8 9 10 11	Eng - 10 11
How to seek support for their own or others worrying or abusive behaviour, including information on where to report abuse and seek medical attention.	RSHE	7 8 9 10 11	
Intimate & Sexual relationships including sexual health			
How to recognise characteristics & positive aspects of health in one-to-one relationships	RSHE	8 9 10 11	

All aspects of health can be affected by choices we make in sex & relationships and the age of consent and withdrawal of consent (physical, emotional, wellbeing)	RSHE	8 9 10 11	
Facts about reproductive health (fertility, menopause)	RSHE	7 8	Biology - 7 10
Strategies for identifying & managing sexual pressure	RSHE	9	
They have the choice to delay sex or to enjoy intimacy without sex	RSHE	8 9 10 11	
Facts about a range of contraceptives choices, efficacy and options	RSHE	9 10 11	Biology - 10
Facts around pregnancy including miscarriage	RSHE	10	Biology - 7
Choices in relation to pregnancy	RSHE	10	Biology - 10
How different STIs are transmitted, how risk can be reduced through safer sex and the importance of testing	RSHE	9 10 11	Biology - 10
Prevalence of some STIs, impacts and treatment	RSHE	9 10	Biology - 10
How the use of alcohol & drugs can lead to risky sexual behaviour	RSHE	10 11	Biology 8 9
How to counter misinformation, including signposting to medically accurate online information	RSHE	8 10 11	
How to get further advice & treatment	RSHE	9 10 11	
Mental Wellbeing			
How to talk about emotions using appropriate vocabulary and managing those feelings	RSHE R&W	7 7 8 10	ELSA support
Happiness is linked to being connected with others	RSHE Careers R&W	7 7 8 9 10	RE - 7
Recognise early signs of mental wellbeing concerns	R&W	10	
Common types of mental ill health	R&W	10	
How to critically evaluate when something has a positive/negative effect on their own & others' mental health	RSHE R&W	7 11 10	
Benefits & importance of: - physical exercise - time outdoors - community participation - voluntary & service-based activities	R&W Careers	8 10 7 8 11	PE - all Biology – 9 11
How gambling can contribute to serious mental health issues	E&F	10	
Alcohol and drug use and the impact on mental health and wellbeing	Respect	8	
Wellbeing online			
The benefits and risks to mental and physical wellbeing linked to the amount of time spent online	RSHE	8 11	Computing – 7 8 9 10
Similarities & differences of the online & physical world.	RSHE Careers	8 10	Computing - 7 8 9
Impact of unhealthy/obsessive comparisons with others online	RSHE	7 11	Computing - 7 8
How people curate specific images of their life online	RSHE Respect	7 7	Computing - 7 8
Over-reliance on online relationships include social media	RSHE	7 11	Computing - 8 Drama - 8
Risks related to online gambling	E&F	10	
How advertising information is targeted and how to be a discerning consumer of online info	E&F RSHE	7 8 9 10 8	
How to identify harmful behaviours online (bullying, abuse, harassment) and how to report it and find support	Respect Democracy	7 8	Computing - 7 8 9
The law around illegal behaviours online and risks of viewing harmful content and how to seek support	Respect	9	Computing - 7 8
Physical Health & Fitness			

The positives associated with physical activity & promotion of wellbeing (include as approach to combat stress)	R&W	7 8 9 10	Biology - 8 9 10 11 PE –all years
Characteristics & evidence of what constitutes a healthy lifestyle – healthy weight, links between inactive lifestyles & ill health (cancer, cardio-vascular health)	RSHE R&W	7 9	Catering - 8 9 Science - 8 9 PE - 9 10
The science relating to the blood, organ and stem cell donation.			Biology - 7
Healthy Eating			
How to maintain healthy eating & the links between poor diet and health risk (tooth decay, cancer etc.) The impact of alcohol on diet and unhealthy weight gain.	RSHE R&W	7 9	PE - all Catering – 7 8 9 10 11 Science - 7 8 9 10
Drugs, alcohol, tobacco & vaping			
Facts about legal and illegal drugs and their associated risks, including the risk of illicit vapes containing drugs, counterfeit medicines and the links to serious mental health conditions	Respect	8 9	Biology - 8
Law relating to the supply & possession of illegal substances	Respect	8	
Physical & psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	Respect	8	Biology - 8 9
Physical & psychological consequences of addiction, including alcohol dependency	Respect	8	Biology - 8 9
Awareness of the dangers of drugs which are prescribed and over the counter medicines but still present serious health risks	Respect	8	
Facts about the harms of vaping, the role that vapes can play in helping adults to quit	Respect	8	Biology - 8 9
Health protection and prevention, and understanding the healthcare system			
About personal hygiene, germs including bacteria, viruses, how they spread, treatment & prevention of infection & antibiotics	RSHE R&W	7 8 9 10 11 8 9	History - 10 11 Catering - 9 10 11 Biology - 10
About dental health & benefits of good oral hygiene, flossing, eating healthy & regular check ups	R&W	9	Geog - 10 Tutor time All
How and when to use self-care for minor ailments, and the role of the pharmacists as knowledgeable healthcare professionals	R&W	9	
Benefits of regular self-examination & screening	RSHE	11	Biology - 9
Facts & science relating to immunisation & vaccination	R&W	9	History - 10 11 Biology - 10 11
Importance of good quality sleep for good health & how lack of sleep affects weight, mood & ability to learn	R&W	9 11	
How to navigate the local healthcare system, what a GP is; when to use A&E/minor injuries; accessing sexual health and family planning clinics, the role of local pharmacies and how to seek help via third sector parties.	R&W	9 10	
The concept of Gillick competence	RSHE	9 10	
Personal Safety			
How to identify risk and manage personal safety in increasing independent situations, including railways, roads and water	RSHE	10 11	Tutor – All
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including online and on social media	RSHE Respect	7 8 10 11 8	
How to develop key social emotional skills that will increase student's safety from involvement in conflict and violence	Democracy	8 9	
Trusted adults to talk to if worried about violence and/or knife crime	Respect	9 10 11	

The laws relating to knives and violence	Respect	9 11	
The risks and signs of online grooming or exploitation and how to seek help	RSHE	7 8 9 10 11	
Basic First Aid			
Basic treatment for common injuries			Tutor Activities 7-9 PE - 10 11
Lifesaving skills – CPR	PDL	7-9	
Purpose of defibrillators and when one might be needed.	PDL	7-9	
Developing bodies			
Key facts about puberty, the changing adolescent body	RSHE	7 8	Biology - 7 10
Menstrual wellbeing and gynaecological health including PCOS, and when to seek help from healthcare professionals	RSHE	7 8	Biology - 7 10
Main changes that take place in males and females and the implication for emotional & physical health	RSHE	7 8	Biology - 7 10
The facts about reproductive health, including fertility and menopause and the potential impact of lifestyle on fertility in men and women	RSHE	7 8	Biology - 7 10

Appendix B. Withdrawal Form

TO BE COMPLETED BY THE PARENTS			
Name of Child		Tutor Group/Year	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within RSHE curriculum			
Any other information you would like the College to consider			
Parent/Carer Signature:			

Appendix B - FORM FOR PARENTS/CARERES TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSHE CURRICULUM.

TO BE COMPLETED BY THE COLLEGE	
Agreed actions from discussion with the parents.	
Signed	
Date	