



# Relationships and Sex Education policy Sept 2021

**Written by:**

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**Next review due by:**

September 2022

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## Principles

Relationship and sex education is for all children and young people in our Academies and is about the understanding of the importance of stable and loving relationships, respect, love and care.

RSE is part of our PSHE curriculum and is set within the context of self-esteem and responsibility for the consequences of an individual's actions. It will also cover, sexuality and sexual health, however, it is not about the promotion of sexual orientation or sexual activity.

SMSC (social, moral, spiritual and cultural) education in our schools promotes democracy, individual liberty and mutual respect and tolerance.

## Aims

Pimlico Academy aims to enable students to develop a personal moral code which will enable them to make informed choices as they emerge into adulthood. The framework provides a forum for sensitive discussions to take place and for all pupils to feel safe and secure as they grow into young adults.

- We aim to increase their understanding about the social, emotional, physical and moral aspects of human relationships. Including preparing for puberty and giving all pupils an understanding of sexual development and the importance of using the correct vocabulary to describe themselves and their bodies.
- We aim to develop attitudes of tolerance towards the religious, cultural and moral values of others in relation to family organisation and sex-related issues.
- We aim to complement the parental role in educating students on sexual matters whilst helping pupils develop feelings of self-respect, confidence and empathy.
- We aim to ensure students are confident regarding their growing maturity and personal health, including but not limited to oral health, hygiene and the promotion of healthy lifestyles.
- We aim to foster in students a sense of individual responsibility towards themselves, their community and society.
- We aim to support all pupils, especially those who are particularly vulnerable due to their LAC status, SEND and/ or EAL needs. These pupils require additional support to ensure messages are embedded and applied to harness a growing understanding of what RSE is.

## Statutory requirements

As a secondary academy school **we must** provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Pimlico Academy we teach RSE as set out in this policy and what is required for pupils to know is set out in appendix 2.

## **Policy development**

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

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Pupil consultation – we investigated what exactly pupils want from their RSE curriculum
- Parent consultation – parents are invited to provide feedback on the RSE curriculum (outlined in Appendix 1)
- Ratification – once amendments were made, the policy was shared with governors and ratified

## **Definition**

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

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **RSE Delivery**

We have a graduated, age-appropriate programme of RSE and where possible take account of the developmental differences of children and allow for discussion on a one-to-one basis or in small groups where applicable. The elements of RSE teaching falls within the three main strands of PSHE:

1. Health and well-being
2. Relationships (Including relationships, sex and health education)
3. Living in the wider world

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

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

PSHE is an integral part of the curriculum at Pimlico Academy and is taught weekly during tutor time.

## **Roles and responsibilities**

### **- The governing board**

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

### **- The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **- Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non- science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.
- RSE will be taught in tutor time by form tutor

### **- Pupils**

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

## **Parents' right to withdraw**

Parents 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 will arrange this.

Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

The delivery of RSE is monitored by Lauren Reid, Assistant Principal through learning walks and student and staff voice. Each Head of Year audits the quality of tutor delivery of PSHE at least once per term.

Pupils' development in RSE is monitored by form tutors as part of our internal assessment systems.

This policy will be reviewed by Lauren Reid annually. At every review, the policy will be approved by the principal.

## Appendix 1: Pimlico Academy RSE Curriculum Map

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### Relationships and sex education curriculum map for Pimlico Academy

YEAR GROUP	RSE SESSION TOPICS AND CONTENT
7	<p><b>AUTUMN 2 – RELATIONSHIPS</b></p> <p><b>Students will learn:</b></p> <ul style="list-style-type: none"><li>• indicators of positive, healthy relationships and unhealthy relationships, including online</li><li>• the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li><li>• how to safely and responsibly form, maintain and manage positive relationships, including online</li><li>• about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</li><li>• to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</li><li>• the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</li></ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"><li>• recognise the characteristics of healthy, respectful relationships</li><li>• be able to describe different forms of prejudice, stereotypes and discrimination</li><li>• explain the possible impacts and effects of bullying and know how to respond to bullying either as an individual or as a bystander, including how to give or seek support</li></ul>

**SUMMER 1 – RELATIONSHIPS AND SEX EDUCATION****Students will learn:**

- about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- the roles and responsibilities of parents, carers and children in families
- the importance of trust in relationships and the behaviours that can undermine or build trust
- that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
- how to seek, give, not give and withdraw consent (in all contexts, including online)
- the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

**Students should:**

- have an understanding of why trust, communication and consent are important in a range of different relationships
- know that they have the right to give and withdraw consent in all contexts
- recognise some of the characteristics of abusive behaviours
- know about support available at school and in the wider community
- understand the facts around FGM including the law and where and how support can be safely accessed

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## **AUTUMN 2 - RELATIONSHIPS**

### **Students will learn:**

- the impact of stereotyping, prejudice and discrimination on individuals and relationships
- about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- the need to promote inclusion and challenge discrimination, and how to do so safely, including online
- the differences between biological sex, gender identity and sexual orientation

### **Students should:**

- be able to list different forms of discrimination, prejudice and stereotyping
- understand their legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
- agree on ways to promote inclusion and challenge discrimination at school

## **SUMMER 1 – RELATIONSHIPS AND SEX EDUCATION**

### **Students will learn:**

- to manage the strong feelings that relationships can cause (including sexual attraction)
- to recognise that sexual attraction and sexuality are diverse
- to clarify and develop personal values in friendships, love and sexual relationships
- the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
- to further develop the skills of active listening, clear communication, negotiation and compromise
- about the law relating to sexual consent
- about the purpose, importance and different forms of contraception; how and where to access contraception and advice  
*(this will also be covered in the **Science Curriculum** in KS4)*

	<p><b>Students should:</b></p> <ul style="list-style-type: none"><li>• understand the importance of communication and consent (including sexual consent)</li><li>• Be able to explain the characteristics and legal status of different types of long-term relationships.</li><li>• be able to name the most common forms of barrier and hormonal contraception methods (<i>this will also be covered in the <b>Science Curriculum</b> in KS4</i>)</li><li>• have an understanding of where to access contraception and advice around it (<i>this will also be covered in the <b>Science Curriculum</b> in KS4</i>)</li></ul>
9	<p><b>AUTUMN 2 - RELATIONSHIPS</b></p> <p><b>Students will learn:</b></p> <ul style="list-style-type: none"><li>• that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</li><li>• how the media portrays relationships and the potential impact of this on people’s expectations of relationships</li><li>• that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex</li><li>• to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</li><li>• to develop conflict management skills and strategies to reconcile after disagreements</li><li>• how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</li><li>• the services available to support healthy relationships and manage unhealthy relationships, and how to access them</li></ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"><li>• understand that everyone has right not to be forced, threatened or coerced into a relationship, including marriage</li><li>• be able to describe how relationship stereotypes portrayed in the media and online may have a negative impact on people’s expectations of relationships</li><li>• have an understanding of how to manage conflict and breakdown of relationships</li><li>• list the support that is available to help those with experience of unhealthy relationships and for those with concerns about forced marriage.</li></ul>

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## SUMMER 1 – RELATIONSHIPS AND SEX EDUCATION

### Students will learn:

- to gauge readiness for sexual intimacy and that intimate relationships should be pleasurable
- that everyone has the choice to delay sex, or to enjoy intimacy without sex
- that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
- the communication and negotiation skills necessary for contraceptive use in healthy relationships
- to manage the influence of drugs and alcohol on decision-making within relationships and social situations
- the risks related to unprotected sex
- that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) (*this will be covered in the Science Curriculum in KS4*)
- the consequences of unintended pregnancy, sources of support and the options available

### Students should:

- show increased understanding of the legal and moral requirements for consent
- understand that people have choices regarding readiness for sexual activity, delaying sex or enjoying intimacy without sex
- have some knowledge about the most common STIs including how they are spread through sexual activity and that barrier contraceptive methods offer some protection
- list sources of support in the event of unintended pregnancy

**AUTUMN 2 – RELATIONSHIPS****Students will learn:**

- strategies to manage the strong emotions associated with the different stages of relationships
- to safely and responsibly manage changes in personal relationships including the ending of relationships
- ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- to recognise when others are using manipulation, persuasion or coercion and how to respond
- the law relating to violence against women and girls including abuse in relationships, coercive control and online harassment
- to recognise when a relationship is abusive and strategies to manage this
- the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
- strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

**Students should:**

- be able to identify the characteristics of strong, positive relationships
- be able to identify strategies for managing changes in relationships and know where to access support
- recognise the indicators of unhealthy relationships including teenage relationship abuse and understand the law in relation to abusive relationships
- have strategies to respond to abusive behaviours including harassment, bullying and control and know where to access support
- consider the barriers and challenges to getting help in domestic abuse situations and identify the strategies to overcome these and access help for themselves and/or others
- understand the law in relation to honour based violence and forced marriage, the potential consequences on individuals and society and how to access support

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## SUMMER 1 – RELATIONSHIPS AND SEX EDUCATION

### Students will learn:

- the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
- the legal rights, responsibilities and protections provided by the Equality Act 2010
- about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
- about the concept of consent in maturing relationships
- the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- the different types of intimacy - including online – and their potential emotional and physical consequences (both positive and negative)
- the role of pleasure in intimate relationships, including orgasms
- how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner (*contraception and STIs are covered in the KS4 Science Curriculum*)
- about specific STIs, their treatment and how to reduce the risk of transmission (*contraception and STIs are covered in the KS4 Science Curriculum*)
- how to respond if someone has, or may have, an STI (including ways to access sexual health services) (*contraception and STIs are covered in the KS4 Science Curriculum*)
- to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services (*contraception and STIs are covered in the KS4 Science Curriculum*)

### Students should:

- recognise the importance of stable, committed relationships, and the rights and legal status of these partnerships (including marriage, civil partnerships etc.) in relation to the Equality Act 2010
- consider diversity within romantic and sexual attraction and know how to access support and reassurances
- consider the various faith and cultural practices and beliefs with regards to relationships and sexual activity and understand how these may affect relationship values
- understand the concept of consent in maturing relationships

- be confident in their skills to assess their readiness for sexual activity
- understand different types of intimacy and the role of pleasure in intimate relationships
- know what contraceptive methods are available, how to access them and identify the skills needed to negotiate contraceptive use with a partner
- have an understanding of the most common STIs including treatment options and how to reduce risk of transmission
- understand possible barriers around accessing sexual health services and have strategies to overcome these (suggest inviting partners from local sexual health services to talk through support available to break down some of these barriers)

**AUTUMN 2 - RELATIONSHIPS****Students will learn:**

- how different media portray idealized and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this
- the ways in which industries and advertising can influence health and harmful behaviours
- strategies to develop assertiveness and build resilience to peers and other influences that affect both how they think about themselves and their health and wellbeing
- to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
- to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
- the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
- the legal and ethical responsibilities people have in relation to online aspects of relationships
- to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online
- ways to access information and support for relationships including those experiencing difficulties

**Students should:**

- understand the media's role in influencing our perception of body image and satisfaction and how to manage feelings around this
- recognise the part that industries, advertising and peers can play in influencing health and harmful behaviours and develop strategies of assertiveness and resilience
- understand the impact of how sex is portrayed in the media, including pornography, on attitudes, expectations and behaviours
- be able to identify the risks and legal and ethical responsibilities of conducting relationships online and have strategies to manage these risks
- be confident to recognise unwanted behaviour, have strategies to respond and know where to seek help
- understand the impact of attitudes towards sexual assault and be confident to challenge victim blaming

- recognise the part that industries, advertising and peers can play in influencing health and harmful behaviours and develop strategies of assertiveness and resilience
- understand the impact of how sex is portrayed in the media, including pornography, on attitudes, expectations and behaviours
- be able to identify the risks and legal and ethical responsibilities of conducting relationships online and have strategies to manage these risks
- be confident to recognise unwanted behaviour, have strategies to respond and know where to seek help
- understand the impact of attitudes towards sexual assault and be confident to challenge victim blaming

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## **SUMMER 1 – RELATIONSHIPS AND SEX EDUCATION**

### **Students will learn:**

- That fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors (science)
- About healthy pregnancy and how lifestyle choices affect a developing foetus (science)
- the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
- About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice
- about the current legal position on abortion and the range of beliefs and opinions about it
- About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
- the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
- the reasons why people choose to adopt/foster children

### **Students should:**

- understand that fertility changes over time, varies in all people and can be affected by lifestyle factors
- understand what makes a healthy pregnancy and how lifestyle choices affect a growing foetus
- recognise how someone may respond to an unintended pregnancy and be aware of the options available and where to access accurate, impartial advice
- know about the choices and support available for an unplanned pregnancy
- be aware of the legal position on abortion and understand the different beliefs and opinions about it
- understand that miscarriages are possible and support is available for people who aren't able to conceive or maintain a pregnancy
- be able to identify the skills and qualities required for parenting, the implications of young parenthood and the support services available
- consider different family situations and why some people choose to adopt/foster children

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Tutor Group	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	          

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All forms should be returned to: [l.reid@pimlico.futureacademies.org](mailto:l.reid@pimlico.futureacademies.org)