



# **Relationships and Sex Education (RSE) and Health Education Policy**

**Publication Date:** September 2026

**Review Date:** September 2027

## **1. Introduction**

This policy sets out the statutory and school-specific approach to the delivery of Relationships and Sex Education (RSE) and Health Education at Hopebright School, a specialist secondary provision for pupils in Key Stage 3 and Key Stage 4.

**It is written in accordance with the following statutory and safeguarding frameworks:**

- Department for Education (DfE) – *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*
- *Keeping Children Safe in Education (KCSIE)*
- *SEND Code of Practice (0–25 years, 2015)*
- Equality Act (2010)
- Working Together to Safeguard Children (HM Government)

Hopebright School supports pupils with a wide range of Special Educational Needs and Disabilities (SEND), including Autism Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) needs, attachment difficulties, trauma-related presentation, and Emotionally Based School Avoidance (EBSA).

Many pupils have experienced disrupted education, adverse childhood experiences, or social vulnerability. As a result, our RSE and Health Education curriculum is explicitly:

- Therapeutic in approach
- Trauma-informed in delivery
- Highly structured and predictable
- Developmentally differentiated
- Relational and trust-based

The curriculum is designed to ensure all pupils, regardless of starting point, are able to access accurate knowledge, develop emotional literacy, and build the skills required for safe, independent adult life.

## **2. Curriculum Vision: Intent, Implementation, Impact**

### **2.1 Intent**

The intent of RSE and Health Education at Hopebright School is to ensure all pupils:

- Acquire accurate, age-appropriate and accessible knowledge about relationships, health, and safety
- Develop the emotional literacy required to understand themselves and others
- Understand consent, boundaries, and respectful relationships in all contexts
- Recognise risk, exploitation, coercion, and unsafe behaviours
- Build resilience, self-regulation, and personal safety awareness
- Develop the knowledge and skills required for adulthood, independence, and positive citizenship

Given the complex SEND profiles of pupils, the curriculum explicitly aims to:

- Teach what cannot be assumed through implicit learning
- Revisit and reinforce key concepts through repetition and scaffolding
- Reduce vulnerability to grooming, exploitation, and peer pressure
- Provide predictable routines to reduce anxiety and increase engagement
- Embed safeguarding knowledge as a core curriculum driver

### **2.2 Implementation**

Curriculum Design and Structure

RSE and Health Education is delivered through:

- A structured PSHE curriculum (Jigsaw)
- Dedicated RSE curriculum blocks
- Cross-curricular reinforcement (Science, ICT, PE, enrichment)
- Targeted 1:1 interventions where required
- Small group therapeutic learning sessions

Core Curriculum Strands

- Relationships and families
- Respect, equality, and identity
- Online safety and digital literacy
- Mental health and emotional wellbeing
- Physical health and puberty
- Sexual health, consent, and contraception
- Risk, safeguarding, and exploitation

### **Pedagogical Approach**

Teaching is consistently:

- Explicit and structured
- Highly visual and accessible
- Language-controlled and vocabulary-focused
- Predictable in sequencing
- Emotionally safe and relational

Strategies include:

- Social stories and visual narratives
- Emotion coaching approaches
- Scenario-based learning linked to real-life contexts
- Explicit teaching of abstract concepts (e.g. consent, coercion)
- Repetition, retrieval practice, and overlearning
- Modelling of behaviours and language
- Regulation supports embedded in lessons

### **SEND Adaptation**

All teaching is adapted to developmental stage rather than chronological age.

Adaptations include:

- Reduced cognitive load
- Chunked learning sequences
- Visual scaffolding (symbols, timelines, prompts)
- Simplified and reinforced vocabulary
- Concrete examples replacing abstract concepts
- Therapeutic co-regulation strategies embedded in lessons

Some pupils access RSE content through:

- Bespoke therapeutic packages
- 1:1 interventions
- Clinically informed programmes delivered alongside SaLT/OT input

### **Staffing and Professional Development**

**RSE is delivered by:**

- Specialist teachers
- HLTA staff
- Pastoral and safeguarding team members

Supported by:

- Speech and Language Therapists (SaLT)

- Occupational Therapists (OT)
- Educational Psychologist input (where applicable)

**Staff receive ongoing CPD covering:**

- Safeguarding and KCSIE updates
- Trauma-informed practice
- SEND-specific pedagogy
- Managing sensitive disclosures
- RSE curriculum delivery confidence

External professionals (e.g. school nurses, sexual health practitioners, police liaison officers) may contribute where appropriate.

**Safeguarding Integration**

Safeguarding is explicitly embedded throughout curriculum delivery.

Pupils are taught to:

- Recognise unsafe relationships and behaviours
- Understand consent in all interactions
- Identify grooming and coercion
- Report concerns safely and confidently
- Understand trusted adults and safeguarding systems

All staff follow statutory safeguarding procedures for disclosures, ensuring immediate escalation where necessary.

**Parental Engagement**

The school ensures:

- Transparent communication of curriculum content
- Opportunities for consultation and discussion
- Access to resources supporting sensitive conversations at home
- Partnership working to reinforce safeguarding messages

Parents are recognised as key partners in reinforcing learning outcomes.

### **2.3 Impact**

#### Pupil Outcomes

##### Pupils will:

- Demonstrate secure understanding of healthy relationships
- Use accurate and appropriate vocabulary
- Show increased confidence in expressing needs and boundaries
- Demonstrate understanding of consent and personal safety
- Make safer decisions online and offline

#### Behaviour and Wellbeing Impact

- Improved emotional regulation and reduced escalation incidents
- Increased engagement in learning and peer interaction
- Improved attendance, particularly for EBSA learners
- Reduced vulnerability to risk-taking behaviour

#### Safeguarding Impact

- Increased confidence in reporting concerns
- Earlier identification of risk indicators
- Improved awareness of exploitation and unsafe relationships

### **Monitoring and Evaluation**

#### Impact is measured through:

- Lesson observations and learning walks
- Curriculum sampling and book scrutiny
- Behaviour and safeguarding data analysis
- Pupil voice feedback
- Progress tracking systems and individual targets

### **3. Curriculum Content Overview (KS3 & KS4 Only)**

The curriculum is sequenced to ensure progressive development of knowledge, skills, vocabulary, and safeguarding awareness. Content is age-appropriate but developmentally adapted.

#### **3.1 Families and Relationships**

Pupils learn:

- Different family structures and their diversity
- The importance of stable, caring relationships
- Roles and responsibilities within families
- How relationships support emotional wellbeing
- How to identify unsafe or unstable relationships
- How to seek help and support

#### **3.2 Healthy and Unhealthy Relationships**

Pupils learn to:

- Identify characteristics of healthy relationships (trust, equality, respect)
- Recognise coercion, control, and manipulation
- Understand unhealthy relational patterns
- Manage peer pressure and conflict
- Establish and maintain boundaries
- Understand relational dynamics in friendships and romantic contexts

#### **3.3 Consent and the Law**

Pupils are taught:

- The definition of consent across contexts
- That consent must be informed, voluntary, and reversible
- Age of consent and legal frameworks
- Laws relating to abuse, harassment, and exploitation
- The importance of recognising unsafe behaviours
- How and where to report concerns

#### **3.4 Sexual Health and Contraception**

Pupils develop understanding of:

- Human reproduction (age-appropriate)
- Sexual health and wellbeing

- Types of contraception and their purpose
- Prevention of STIs
- Accessing confidential health services
- Making informed and responsible choices

### **3.5 Mental Health and Emotional Wellbeing**

Pupils learn:

- Common mental health conditions and presentations
- The impact of stress, anxiety, and trauma
- Coping and self-regulation strategies
- When and how to seek help
- The importance of resilience and self-care
- Links between relationships and wellbeing

### **3.6 Online Risks and Media Influence**

Pupils explore:

- Online safety and digital footprint awareness
- Risks of social media and communication platforms
- Grooming and exploitation risks online
- Misinformation and media influence
- Image sharing and consent online
- Reporting harmful content

### **3.7 Exploitation, Abuse and Safeguarding**

Pupils are taught:

- Types and signs of abuse
- Grooming processes (online and offline)
- Exploitation risks and protective behaviours
- Safe and unsafe environments
- Trusted adults and safeguarding systems
- How to seek immediate help

#### **4. Equality, Diversity and Inclusion**

Hopebright School is fully committed to ensuring that all aspects of Relationships, Sex and Health Education (RSE) are inclusive, accessible, and reflective of the diverse society in which pupils live. The curriculum is designed to actively promote equality of opportunity, eliminate discrimination, and foster respectful understanding of difference. This commitment is underpinned by the Equality Act (2010) and the protected characteristics defined within it, ensuring that no pupil is disadvantaged, marginalised, or excluded from learning because of their background, identity, or personal circumstances.

##### **4.1 Legal and Statutory Compliance**

Hopebright School ensures full compliance with the Equality Act (2010) by:

- Embedding equality considerations into curriculum planning, delivery, and assessment
- Ensuring no direct or indirect discrimination occurs in teaching content or resources
- Actively promoting understanding of protected characteristics
- Ensuring all pupils have equal access to high-quality RSE and Health Education regardless of SEND, background, or lived experience
- Monitoring curriculum delivery to ensure equitable access and participation

All staff are expected to uphold both the **legal duties** and the **school's safeguarding responsibilities** when delivering RSE content.

##### **4.2 Representation and Curriculum Content**

The curriculum is intentionally designed to reflect the diversity of modern families, relationships, and communities. This includes teaching that:

- Families can take many forms, including single-parent families, blended families, kinship care arrangements, adoptive families, foster families, and same-sex parents
- Healthy relationships are based on respect, trust, equality, and care, regardless of identity or structure
- Relationships exist across a wide spectrum of friendships, family relationships, and intimate partnerships
- Diversity is normalised rather than exceptional, reducing stigma and promoting acceptance

**Resources and teaching materials are carefully selected to ensure they are:**

- Age-appropriate and developmentally appropriate
- Free from stereotypes or discriminatory assumptions
- Reflective of diverse cultures, identities, and lived experiences
- Accessible to learners with SEND through visual, simplified, and scaffolded formats

#### **4.3 Protected Characteristics**

Teaching explicitly promotes understanding and respect for the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Pupils are supported to:

- Understand that discrimination in any form is unacceptable
- Recognise prejudice, stereotyping, and bias in everyday contexts (including online environments)
- Develop respectful attitudes towards difference
- Challenge discriminatory language and behaviour appropriately and safely

Where appropriate, sensitive topics are delivered in a structured and supportive way, ensuring pupils feel emotionally safe and able to engage.

#### **4.4 Promoting Inclusion and Accessibility**

Given the complex SEND profiles of pupils at Hopebright School, inclusion is embedded through both curriculum design and pedagogy. This includes:

- Differentiation based on developmental stage rather than chronological age
- Use of visual supports, simplified language, and concrete examples
- Repetition and reinforcement of key concepts
- Trauma-informed and emotionally regulated delivery approaches
- Small group and 1:1 adaptations where required
- Therapeutic input from clinical and pastoral teams where appropriate

The curriculum ensures that all pupils, including those with communication difficulties or high levels of anxiety, can access and understand key learning.

#### **4.5 Culture, Values, and Ethos**

Hopebright School promotes a whole-school culture that actively values:

- Respect for self and others
- Acceptance of difference

- Empathy and understanding
- Safe, kind, and supportive relationships

Discrimination, stigma, or derogatory language is not tolerated in any form. This expectation applies across all school contexts, including:

- Classroom interactions
- Peer relationships
- Online behaviour connected to school life
- Staff-pupil interactions

Any incidents of discriminatory behaviour are addressed in line with the school's behaviour and safeguarding policies, with a focus on education, reflection, and restorative practice where appropriate.

#### **4.6 Impact of Equality, Diversity and Inclusion in RSE**

The effectiveness of this approach is demonstrated through:

- Increased pupil acceptance of diversity and difference
- Reduced use of discriminatory language or stereotypes
- Improved confidence in discussing identity, relationships, and wellbeing
- Increased sense of safety and belonging among pupils
- Positive behaviour and respectful peer interactions

Pupil voice, staff feedback, and safeguarding data are used to monitor the impact of inclusive practice and inform ongoing curriculum development.

## 5. Roles and Responsibilities

Effective delivery of Relationships, Sex and Health Education (RSE) at Hopebright School is dependent on clearly defined roles and shared accountability across governance, leadership, staff, and pupils. Responsibilities are structured to ensure statutory compliance, safeguarding integrity, and consistently high-quality implementation across KS3 and KS4.

### Governors

The Governing Body holds strategic responsibility for ensuring that RSE and Health Education provision is compliant, effective, and aligned with statutory expectations.

Governors will:

- **Approve and review the RSE and Health Education policy annually**, ensuring it reflects current statutory guidance, safeguarding requirements, and school priorities
- **Ensure statutory compliance**, including adherence to:
  - DfE RSE and Health Education guidance (2019)
  - Keeping Children Safe in Education (KCSIE)
  - Equality Act (2010)
- **Monitor curriculum effectiveness** through structured reporting from senior leaders, including:
  - Curriculum impact data
  - Safeguarding trends linked to RSE themes
  - Quality assurance summaries (learning walks, pupil voice, and lesson observations)
- **Hold school leaders to account** for the quality, consistency, and inclusivity of RSE delivery
- Ensure that the curriculum supports the school's wider responsibilities in safeguarding, personal development, and preparation for adulthood

Governors play a key oversight role in ensuring that RSE provision is not only compliant but also effective in meeting the needs of a vulnerable SEND cohort.

### Headteacher

The Headteacher holds overall responsibility for the strategic leadership, implementation, and safeguarding alignment of the RSE and Health Education curriculum.

The Headteacher will:

- **Ensure full implementation of the curriculum**, ensuring it is delivered consistently across KS3 and KS4 in line with statutory requirements
- **Oversee curriculum quality and coherence**, ensuring progression in knowledge, skills, and safeguarding understanding
- **Ensure that RSE delivery is appropriately resourced**, including staffing, training, and therapeutic support where required
- **Oversee withdrawal requests**, ensuring:

- Compliance with statutory guidance
- Individualised consideration of pupil need
- Safeguarding implications are fully assessed
- Clear communication with parents/carers is maintained
- **Maintain overall safeguarding accountability**, ensuring:
  - RSE delivery supports safeguarding outcomes
  - Staff are confident in managing disclosures
  - Effective referral routes to DSL systems are in place
- **Ensure staff receive appropriate CPD**, including training in:
  - Trauma-informed practice
  - SEND-specific RSE delivery
  - Safeguarding and contextual risk awareness
- **Monitor impact and effectiveness**, using data, QA processes, and external benchmarking where appropriate

The Headteacher ensures that RSE is embedded within the wider culture of safeguarding, wellbeing, and personal development.

### **Staff**

All staff involved in the delivery of RSE and Health Education are responsible for ensuring that teaching is safe, inclusive, developmentally appropriate, and responsive to pupil need.

Staff will:

- **Deliver the curriculum effectively and safely**, following planned schemes of work and statutory guidance
- **Adapt teaching to SEND needs**, ensuring accessibility through:
  - Differentiated materials
  - Visual and structured supports
  - Simplified and reinforced language
  - Emotional regulation strategies during delivery
- **Maintain a trauma-informed and relational approach**, ensuring pupils feel safe, respected, and able to engage
- **Monitor pupil engagement and wellbeing**, identifying:
  - Emotional distress
  - Misunderstanding of key concepts
  - Indicators of safeguarding risk
- **Respond appropriately to disclosures**, ensuring:
  - Immediate adherence to safeguarding procedures

- Accurate recording and reporting via DSL systems
- Sensitivity and non-judgemental communication with pupils
- **Model respectful relationships and language**, reinforcing the school's ethos of dignity, equality, and inclusion
- **Contribute to assessment and progress tracking**, including feedback on pupil understanding and curriculum effectiveness

Staff are expected to recognise that RSE is not solely curriculum delivery but a key safeguarding and personal development responsibility.

### **Pupils**

Pupils are active participants in the RSE and Health Education curriculum and are supported to engage in a safe, respectful, and developmentally appropriate learning environment.

Pupils will be expected to:

- **Engage respectfully in learning activities and discussions**, recognising that RSE topics may be sensitive or personal in nature
- **Participate appropriately**, listening to others and contributing in a way that reflects the school's values of respect and inclusion
- **Respect differing views, backgrounds, and experiences**, including those relating to family structures, identity, relationships, and beliefs
- **Use appropriate language**, as modelled by staff, when discussing relationships, health, and wellbeing
- **Understand and follow classroom expectations**, particularly around confidentiality boundaries (i.e. what can and cannot remain private when safeguarding concerns arise)
- **Seek help and support when needed**, knowing how to access trusted adults and safeguarding systems within the school

Pupils are supported to understand that RSE is a safe space for learning, and that respectful dialogue is essential to both personal development and collective wellbeing.

## **6. Right to Withdraw**

Hopebright School fully complies with the statutory requirements set out in the Department for Education (DfE) Relationships, Sex and Health Education guidance (2019). The school is committed to ensuring that pupils receive a comprehensive, age-appropriate, and safeguarding-focused curriculum while also respecting parental rights within the limits of legislation.

Statutory Position

**In line with national guidance:**

- **No pupil can be withdrawn from:**
  - Relationships Education
  - Health Education
  - The Science curriculum (including all statutory content relating to human development and reproduction)

These areas are compulsory and are considered essential for:

- Safeguarding and risk awareness
- Personal development and wellbeing
- Preparation for adulthood and independent living

They form the foundation of the school's safeguarding and pastoral curriculum offer.

### **Sex Education (Secondary KS3 & KS4 only)**

Withdrawal is permitted **only from non-statutory Sex Education content** delivered as part of the wider RSE curriculum at secondary level.

The school recognises that Sex Education forms an important part of safeguarding and personal development. As such, any withdrawal is carefully considered to ensure that pupils are not placed at increased risk due to gaps in knowledge relating to consent, safe relationships, or personal safety.

### **Withdrawal Request Process**

**All requests must:**

- Be **submitted in writing to the Headteacher**
- Clearly state the aspect of Sex Education the parent/carer is requesting withdrawal from
- Be supported by a discussion between the school and parent/carer to ensure:
  - Full understanding of curriculum content
  - Clarification of statutory versus non-statutory elements
  - Consideration of pupil SEND profile and developmental need
  - Exploration of safeguarding implications

The school will ensure that parents/carers are fully informed before any decision is finalised.

### **Decision-Making**

The **Headteacher holds final decision-making authority** in all withdrawal requests.

In reaching a decision, the Headteacher will consider:

- Statutory guidance and legal requirements
- The individual needs of the pupil (including SEND, vulnerability, and developmental stage)
- Safeguarding implications, including exposure to risk if knowledge gaps are created
- The potential impact on wellbeing, emotional understanding, and safety awareness
- The best interests of the child

Where appropriate, advice may be sought from safeguarding leads or relevant professionals before a final decision is made.

### **If Withdrawal is Approved**

Where withdrawal from Sex Education content is granted:

- The school will provide **suitable alternative educational provision** during the lesson
- Pupils will remain supervised and supported at all times
- Alternative learning will be:
  - Educationally meaningful
  - Aligned to PSHE or personal development outcomes where appropriate
- Pupils will **not be socially excluded or isolated** as a result of withdrawal
- Safeguarding oversight will continue to ensure no increased vulnerability arises

The school will also continue to reinforce statutory Relationships and Health Education content to ensure pupils receive essential safeguarding knowledge.

### **Safeguarding Considerations within Withdrawal**

The school recognises that withdrawal decisions may have safeguarding implications. As such:

- Withdrawal requests are reviewed with a safeguarding lens
- Where concerns exist, the school may escalate to the Designated Safeguarding Lead (DSL)
- Multi-agency consultation may be sought where appropriate
- The school will always prioritise pupil safety and wellbeing in decision-making

## 7. Safeguarding

Safeguarding is central to all aspects of Relationships, Sex and Health Education at Hopebright School. The curriculum is explicitly designed not only to educate but also to protect, equipping pupils with the knowledge and skills required to identify and respond to risk.

Safeguarding as a Curriculum Driver

RSE and Health Education directly support safeguarding outcomes by ensuring pupils:

- Understand the meaning of **consent** in all contexts
- Can identify appropriate and inappropriate **boundaries** in relationships
- Recognise indicators of **exploitation, grooming, coercion, and abuse**
- Understand what constitutes a **safe and healthy relationship**
- Know how and when to **report concerns or seek help**
- Develop confidence in accessing **trusted adults and support systems**

This is particularly critical given the vulnerability profile of pupils within a SEND and SEMH setting.

### Whole-School Safeguarding Systems

Safeguarding within RSE is supported through a robust and multi-layered system:

#### *DSL-Led Safeguarding Procedures*

- All concerns are recorded and managed through the Designated Safeguarding Lead (DSL) team
- Clear escalation pathways are in place for urgent concerns
- Staff understand thresholds for referral and intervention

#### *Staff Training and Competence*

All staff receive regular safeguarding training covering:

- Child protection and KCSIE updates
- Peer-on-peer abuse
- Sexual violence and harassment
- Grooming and exploitation (including online grooming)
- Trauma-informed responses to disclosures
- Contextual safeguarding risks

### Multi-Agency Working

The school maintains strong partnership working with external agencies, including:

- Local Authority Children's Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Services
- Police and CEOP (Child Exploitation and Online Protection Centre)
- Educational Psychology and therapeutic services

This ensures timely intervention and coordinated safeguarding responses where required.

### **Response to Disclosures**

#### **Staff are trained to:**

- Listen calmly and without judgement
- Avoid leading questions or investigative approaches
- Reassure pupils appropriately without making promises of confidentiality
- Immediately follow safeguarding reporting procedures
- Record concerns accurately and factually

All disclosures made within RSE lessons are treated as safeguarding concerns and escalated accordingly.

### **Embedding Safeguarding Through Curriculum Design**

Safeguarding is not delivered as a standalone topic but is embedded across all RSE learning, ensuring pupils:

- Develop protective knowledge progressively across KS3 and KS4
- Revisit key safeguarding concepts regularly
- Apply learning to real-life and online contexts
- Build resilience and personal safety awareness over time

## **8. Monitoring and Review**

The RSE and Health Education policy is subject to continuous quality assurance and formal annual review to ensure it remains effective, compliant, and responsive to the needs of pupils.

### **Annual Review Process**

The policy is reviewed annually by senior leadership and governors. This review considers:

- Updated statutory guidance and legislation
- Safeguarding developments and national priorities
- Curriculum effectiveness and sequencing
- Outcomes for pupils, particularly vulnerable groups
- Feedback from stakeholders

### **Ongoing Monitoring and Quality Assurance**

Continuous monitoring is carried out through a structured QA framework, including:

- **Senior Leadership Team (SLT) learning walks**, focusing on:
  - Teaching quality
  - Pupil engagement
  - Safeguarding integration
- **Curriculum audits**, ensuring progression and consistency across year groups
- **Safeguarding data analysis**, identifying patterns or concerns linked to RSE themes
- **Pupil voice activities**, capturing learner understanding and experience
- **Staff feedback and CPD evaluation**, identifying training needs and curriculum improvements
- **Lesson observations and work scrutiny**, ensuring consistency of delivery and accessibility

### **Governor Oversight**

Governors receive regular reports on:

- Curriculum implementation and effectiveness; Safeguarding trends linked to RSE
- Pupil outcomes and engagement data; Policy compliance and statutory alignment

They hold school leaders to account for maintaining high standards of provision.

### **Use of Findings for Improvement**

Evaluation outcomes are used to:

- Refine curriculum sequencing and content depth
- Strengthen safeguarding integration across all RSE topics
- Improve teaching quality and consistency
- Target staff training and CPD priorities
- Enhance accessibility for pupils with SEND and SEMH needs
- Inform whole-school development planning

**9. Appendices**

**Appendix 1: Parent Request for Withdrawal from Sex Education within RSE**

**Appendix 1: Parent Request for Withdrawal from Sex Education within RSE**

**Hopebright School – Secondary (KS3 & KS4)**

This form should be completed by the parent/carer/legal guardian and returned to the Headteacher. It is used to formally request withdrawal from the **non-statutory Sex Education component** of the Relationships and Sex Education (RSE) curriculum only.

**Section 1: Pupil Details**

- **Full Name of Child:** \_\_\_\_\_
- **Date of Birth:** \_\_\_\_\_
- **Year Group / Form:** \_\_\_\_\_
- **UPN (if known):** \_\_\_\_\_

**Section 2: Parent / Carer Details**

- **Full Name of Parent/Carer/Legal Guardian:** \_\_\_\_\_
- **Relationship to Child:** \_\_\_\_\_
- **Contact Number:** \_\_\_\_\_
- **Email Address:** \_\_\_\_\_
- **Home Address:** \_\_\_\_\_
  
- **Date of Request:** \_\_\_\_\_

**Section 3: Withdrawal Request**

I am requesting that my child be withdrawn from the **Sex Education element** of the Relationships and Sex Education (RSE) curriculum.

I understand that:

- Relationships Education is statutory and my child **cannot be withdrawn** from this area
- Health Education is statutory and my child **cannot be withdrawn** from this area
- The Science curriculum (including human development and reproduction) is statutory and **cannot be withdrawn from**
- This request applies **only to non-statutory Sex Education content** delivered as part of RSE at secondary level

**Section 4: Reason for Request (Optional)**

Please provide any information that may help the school understand your request:

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**Section 5: Additional Considerations**

Please include any further contextual information the school should be aware of (e.g. safeguarding, SEND, emotional wellbeing, cultural considerations):

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**Section 6: Parent/Carer Declaration**

By signing this form, I confirm that:

- The information provided is accurate to the best of my knowledge
- I understand the statutory elements of the curriculum as outlined above
- I understand that the school may wish to discuss this request with me before a final decision is made

Signature: \_\_\_\_\_

Name (print): \_\_\_\_\_

Date: \_\_\_\_\_

**Section 7: School Use Only**

**Initial Receipt of Request**

- Date received: \_\_\_\_\_
- Received by (staff name): \_\_\_\_\_

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**Parental Discussion Record**

- Meeting/Discussion held: Yes / No
- Date of discussion: \_\_\_\_\_
- Attendees: \_\_\_\_\_

Summary of discussion:

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Actions agreed:

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**Headteacher Decision**

In line with statutory guidance (DfE RSE & Health Education 2019), the Headteacher has considered this request.

- **Decision:**  Approved  Not Approved
- **Reason for decision (where appropriate):**

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**Safeguarding Considerations (Internal Only)**

Where applicable, the following factors have been considered:

- Any known safeguarding concerns relating to the pupil
- Vulnerability to exploitation, coercion, or risk-taking behaviours
- SEND profile and developmental understanding of relationships education
- Potential impact of withdrawal on safeguarding knowledge and risk awareness
- Multi-agency involvement (if applicable)

**Safeguarding Outcome Notes:**

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**Alternative Provision (If Withdrawal Approved)**

Where withdrawal is granted, the school will ensure:

- Access to alternative supervised educational provision
- Continued safeguarding oversight where appropriate
- No social exclusion or isolation from peer group unless risk-assessed
- Continued access to statutory Relationships and Health Education content

Details of provision:

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**Headteacher Signature**

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## **Appendix 2: Key Guidance and Useful Links**

### Statutory Guidance

- DfE RSE and Health Education (2019)
- SEND Code of Practice (0–25)
- Keeping Children Safe in Education (KCSIE)
- Equality Act (2010)

### Safeguarding and Behaviour

- Sexual Violence and Sexual Harassment Guidance
- Behaviour in Schools Guidance
- Preventing and Tackling Bullying
- Mental Health and Behaviour in Schools

### Curriculum Resources

- PSHE Association
- BBC Bitesize RSE resources
- CEOP Safety Centre

### Equality and Inclusion

- Equality and Human Rights Commission Guidance
- Promoting Fundamental British Values (DfE)

### Parent Guidance

- DfE RSE Guides for Parents (Primary and Secondary)

### Additional Frameworks

- Alternative Provision Guidance
- National Citizen Service Guidance
- Respectful School Communities Tool

### **Final Statement**

Hopebright School delivers a highly structured, developmentally responsive, and therapeutically informed Relationships, Sex and Health Education (RSHE) curriculum. The programme is carefully sequenced and adapted to meet the diverse and often complex needs of learners across Key Stage 3 and Key Stage 4 with Special Educational Needs and Disabilities (SEND).

The curriculum is underpinned by a clear emphasis on accessibility, emotional safety, and progressive skill development. It recognises that pupils may be working significantly below age-related expectations and therefore prioritises personalised learning pathways, repetition, reinforcement, and multi-sensory approaches to support understanding and retention.

A strong focus is placed on equipping learners with functional knowledge and practical life skills. This includes developing an age-appropriate understanding of relationships, consent, personal boundaries, identity, health, and emotional wellbeing. The programme also supports pupils in building the vocabulary and communication strategies necessary to express needs, recognise risk, and seek help appropriately.

In addition, the curriculum is therapeutically informed, drawing on approaches that promote emotional regulation, self-awareness, and positive self-esteem. It is designed to reduce anxiety around sensitive topics while enabling pupils to engage safely and meaningfully with content that directly impacts their present and future wellbeing.

Overall, the RSHE and Health Education programme at Hopebright School aims to empower learners to make informed choices, develop independence, and navigate social and personal contexts with increasing confidence. It supports each pupil in working towards safe, healthy, and as far as possible, independent adult lives.