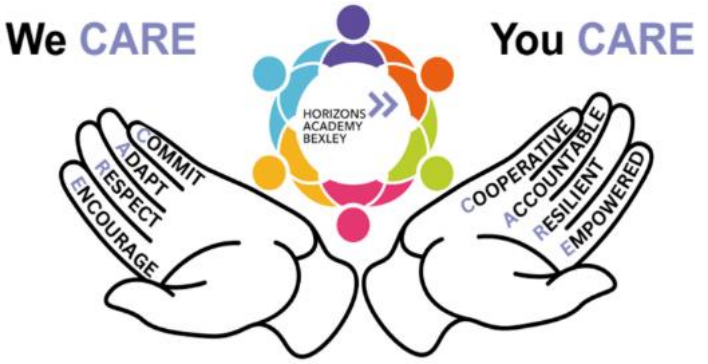
HORIZONS ACADEMY BEXLEY



PSHE (Personal, Social, Health Education) Policy (Including Relationships And Sex Education (RSE) And Health Education, Statutory From September 2026)

Responsible Post Holder	Kathryn Toogood
Next Review	July 2026

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Aims

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils to:

- Equip pupils with the knowledge, confidence and practical skills needed to make safe, informed and positive choices in their daily lives, both now and in the future.
- Support pupils to understand and manage their physical health, mental wellbeing and emotions, developing resilience, self-awareness and healthy lifestyle habits.
- Enable pupils to build positive relationships, communicate effectively, take responsibility for their actions, and contribute constructively to the school community and society.
- Develop pupils' understanding of their rights, responsibilities and role within a diverse society, empowering them to express their views respectfully, engage positively with others and prepare for adult life.

At Horizons Academy Bexley, we recognise that many pupils join us with varied experiences and for differing lengths of time. Our PSHE curriculum is therefore designed to be flexible and responsive, enabling pupils to access meaningful, impactful learning while they are with us. We prioritise core knowledge and skills that promote wellbeing, safeguarding, positive relationships and informed decision-making, ensuring pupils benefit from PSHE education regardless of starting point or duration of placement.

Our PSHE curriculum is rooted in our core values. Staff are committed to supporting pupils by adapting provision to meet individual needs, modelling respect, and encouraging pupils to engage positively with learning and others. Through PSHE, pupils are supported to become cooperative, accountable and resilient individuals who feel empowered to make safe choices, express their views, and take an active role in their own personal development.

Statutory Requirements

At Horizons Academy Bexley, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw provides a programme which offers us a comprehensive Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

Our Approach to Statutory Compliance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-16. This provides children with age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Programme overview

Due to the nature of Horizons Academy Bexley as an Alternative Provision, the PSHE programme is delivered in a bespoke and flexible way. Pupils may be placed on either short-term or long-term placements and often join at varying points throughout the academic year. For this reason, the programme does not operate as a traditional spiral curriculum. Instead, lessons are carefully selected and adapted to meet pupils' immediate needs, ensuring that learning has the most positive and meaningful impact for pupils within our setting. While delivery is flexible, coverage over time ensures pupils encounter all statutory content appropriate to their age and stage wherever placement length allows

KS1 - KS3

PSHE is taught through a 12-week cyclical structure with each week centred around a specific focus theme. This approach is designed to accommodate the short-term nature of student placements while ensuring that all learners are exposed to a broad and balanced range of personal, social, health, and economic concepts. At Key Stages 1, 2 and 3, PSHE is delivered by class teachers as part of the wider curriculum, allowing learning to be embedded within pupils' day-to-day classroom experiences and adapted to individual needs.

KS1	1. **Relationships (9-10) -** Safety with online communities 2. **Being me in my world_-** My Class 3. **Being me in my world -** Rewards and feeling proud 4. **Celebrating Difference** - What is bullying 5. **Celebrating Difference -** What do I do about bullying 6. **Dreams and goals (9-10)** - My Dream Job. Why I want it and the steps to get there 7. **Healthy me -** Clean and Healthy 8. **Healthy me -** Happy, Healthy Me 9. **Relationships -** People who help us 10. **Relationships -** Being my own best friend 11. **Changing me -** Learning and Growing 12. **Changing me -** Coping with changes	
KS2	1. **Relationships -** Safety with online communities 2. **Being Me In My World -** My year ahead 3. **Being Me In My World -** Rewards and Consequences 4. **Celebrating Difference -** Rumours and Name-calling 5. **Celebrating Difference -** Types of bullying 6. **Dreams and Goals -** My Dream Job. Why I want it and the steps to get there 7. **Healthy Me -** Body image 8. **Healthy Me -** Healthy me 9. **Relationships -** Recognising me 10. **Relationships -** My relationship with technology screen time 11. **Changing me -** Self and body image 12. **Changing me -** Looking ahead	
KS3 (13 - 14)	1. **Being Me in My World -** Being 'Me' in a Group 2. **Being Me in My World -** Expectations and perceptions of Relationships 3. **Being Me in My World -** Peer Pressure and Grooming 4. **Being Me in My World -** Consent 5. **Celebrating Difference -** The Power of Positive Language 6. **Celebrating Difference -** Banter and Bullying 7. **Celebrating Difference -** More than Words 8. **Celebrating Difference -** Looking beyond Assumptions. 9. **Dreams and Goals -** Mental Health and Illness 10. **Dreams and Goals -** Media Manipulation and Mental Health 11. **Healthy Me -** The Amazing Teenage Brain 12. **Healthy Me -** Protecting the Teenage Brain	13. **Healthy Me -** Belonging and Group Behaviour 14. **Healthy Me -** Mental Health First Aid 15. **Relationships -** Equality in Relationships 16. **Relationships -** Assertiveness and Saying No 17. **Relationships -** Staying safe in the online world (Age 12-13*) 18. **Relationships -** Contraception 19. **Relationships -** Consequences of Unprotected Sex 20. **Changing Me -** Change and Our Emotions 21. **Changing Me -** Changing and Growing 22. **Changing Me -** Masculinity and Online Influence 23. **Changing Me -** Misogyny, Incel Culture and building healthy relationships

		24. **Changing Me -** Mental Health and Addiction

Key Stage 4

Students follow the Jigsaw programme through a more traditional yearlong structure. This allows for deeper exploration of themes, extended discussion, and progression that builds on prior learning, ensuring pupils receive age appropriate, comprehensive PSHE education throughout the academic year. At Key Stage 4, PSHE, including Relationships and Sex Education (RSE), is delivered by tutors during tutor time, ensuring regular access to learning alongside pastoral support.

Year 10	**Being me in my world** Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screentime, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal data, AI chatbots and online scams.	**Celebrating differences** Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality, Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality, equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP.	**Dreams and Goals** Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit.	**Healthy Me** Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease).	**Relationships** Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and seeking help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery.	**Changing Me** Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support.
Year 11	**Being me in my world** Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use,	**Dreams and Goals** Sleep, anxiety, solutions-focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals	**Healthy Me** Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/ health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices	**Relationships** Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting		

	legal age limits and pornography, social media concerns, sexting		including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships		

Personal Growth and Wellbeing

In addition to tutor-time PSHE, Key Stage 4 pupils further develop their personal, social and life skills through the BTEC Personal Growth and Wellbeing programme. Through this qualification, pupils develop knowledge and skills related to:

- emotional wellbeing and mental health, including self-awareness, resilience, and coping strategies
- managing personal development and wellbeing, including goal-setting and reflective skills
- financial understanding, supporting pupils to develop awareness of money, budgeting and responsible financial decision-making

Through the BTEC Personal Growth and Wellbeing programme, pupils have the opportunity to achieve a recognised qualification at Level 1 or Level 2, with the level of entry determined by pupils' individual ability, prior attainment, and readiness for learning.

Assemblies

In addition to planned assemblies, Horizons Academy delivers additional phase-based assemblies on a weekly basis. These assemblies are responsive in nature and are used to address Equality, Diversity and Inclusion (EDI) priorities, contextual safeguarding issues, and emerging themes relevant to pupils lived experiences.

Where appropriate, assemblies are also used to reinforce, extend, or contextualise learning from PSHE, providing opportunities for focused discussion and reflection either within a specific phase or across a wider group of pupils. This allows key messages to be revisited and explored in greater depth, supporting understanding and positive behaviour change.

These assemblies provide a safe, structured forum for whole-phase or targeted discussion, particularly where issues require a consistent or collective response.

Additional assemblies are planned and coordinated by Phase Leads, ensuring alignment with curriculum priorities, safeguarding intelligence, and pastoral needs. Delivery is undertaken by members of the wider staff team, reinforcing shared responsibility for pupils' personal development, wellbeing, and inclusion.

Lesson delivery changes

The PSHE curriculum remains responsive and adaptable. Where concerns are raised by the safeguarding team, or where emerging issues affecting pupils' wellbeing, safety or behaviour are identified, the curriculum is reviewed and adjusted, as necessary. This may include the delivery of additional PSHE lessons, drop-down sessions, focused workshops, or targeted small-group or individual interventions. These responses are implemented promptly to address identified needs, reinforce safeguarding messages, and provide timely, appropriate support. Curriculum adjustments are informed by safeguarding intelligence, pastoral observations, and, where appropriate, feedback from pupils and external agencies.

Relationships Education and Health Education

Relationships Education and Health Education are statutory, and all pupils are expected to participate. There is no right for parents or carers to withdraw pupils from these aspects of PSHE. Parents and carers retain the legal right to request withdrawal from some or all sex education delivered as part of statutory RSE. This right applies only to sex education and does not apply to Relationships Education, Health Education, or National Curriculum Science.

KS4

At Key Stage 4, pupils follow the full statutory programme for Relationships and Sex Education (RSE) and Health Education as part of PSHE. Relationships Education and Health Education are statutory and compulsory. Parents and carers **do not** have the right to withdraw pupils from these elements

At Key Stage 4, sex education is delivered as part of statutory Relationships and Sex Education (RSE) within PSHE. Parents and carers should note that sex education refers specifically to learning about:

- sexual development and human reproduction
- sexual health, including contraception and sexually transmitted infections (STIs)
- intimate sexual relationships
- accessing sexual health advice and services

Parents and carers may request withdrawal from some or all sex education delivered as part of statutory RSE. This request should normally be granted up until three terms before the pupil's 16th birthday.
These matters are discussed during preadmissions conversations, ensuring that:

- parents and carers understand what will be taught
- any requests for withdrawal are discussed openly and sensitively
- pupils' rights, welfare, and best interests are central to decision-making

Where a request for withdrawal from sex education is made, the Assistant Head for Quality of Education will meet with parents and carers before a decision is confirmed. This meeting provides an opportunity to:

- explain what sex education includes and how it is taught at Horizons Academy Bexley
- discuss the reasons for the withdrawal request
- outline the potential benefits of pupils receiving sex education, as well as any implications of withdrawal

This discussion is recommended within statutory guidance and is intended to ensure that parents and carers can make a fully informed decision before withdrawal arrangements are agreed. A request for withdrawal from Sex Education will be completed and kept in school records. Sex education does not include Relationships Education or Health Education, which are statutory and compulsory and cannot be withdrawn from.

14+					4 – STIs 5 – Safer sex 6 - Assessment – *(lesson itself contains no sex education content but the assessment booklet does)*	1-Healthy long- term relationships *(The majority of the lesson is not sex education but slide 28 scenario makes reference to it.)* 4 – Can you always believe what you see? 6- Assessment *(lesson itself contains no sex education content but the assessment booklet does)*	5-Virginity testing and hymenoplasty *(This lesson is an essential safeguarding lesson but as the lesson discusses virginity we have included this within the sex education list as it could lead to questions regarding sex.)*
15+	1 – Becoming an adult 2 – Relationships and the law 6 – Assessment (lesson itself contains no sex education content but the assessment booklet does)				1 – Staying safe in sexual relationships 2– Contraception and sexual health 3 – Reproductive health and fertility 4 – Pregnancy and health 6 – Assessment	1 – Intimate romantic relationships 6 – Assessment (lesson itself contains no sex education content but the assessment booklet does)	

KS3

While Relationships Education and Health Education are statutory and compulsory, some lessons may include limited elements of sex education within the Relationships and Changing Me themes of the Jigsaw curriculum. These elements are non-statutory at Key Stage 3 and do not constitute a full sex education programme. Where sex education topics such as contraception or pregnancy are referenced at Key Stage 3, these are delivered selectively and only with explicit parental consent, and do not form part of a fixed or compulsory programme.

Parental consent will be sought before delivery of any unit or lesson that includes sex education elements. Sex education content at Key Stage 3 will not be delivered without parental agreement. Parents and carers will be informed in advance of the content to be taught and offered the opportunity to discuss it with the school prior to delivery.

KS2

In Years 5 and 6, pupils follow the Changing Me unit as part of the Jigsaw PSHE programme. This unit supports pupils to understand growing and changing, including physical, emotional, and social development, and is delivered in line with statutory requirements.

As part of Changing Me, pupils receive Relationships Education and Health Education, which are statutory and compulsory. This includes learning about:

- physical and emotional changes during puberty
- personal hygiene and self-care
- menstruation and menstrual wellbeing

Parents and carers do not have the right to withdraw pupils from this statutory content. Education about puberty and menstruation is delivered as part of statutory Health Education and is not classified as sex education.

Where the school proposes to deliver sex education content within the Changing Me unit that goes beyond statutory Relationships Education, Health Education and National Curriculum Science—for example, learning about human reproduction or conception—this content is classified as non-statutory sex education.

In these circumstances:

- parents and carers may request withdrawal from the non-statutory sex education elements only
- parents and carers will be informed in advance of the content to be taught
- the school will clearly explain which elements are statutory and which are non-statutory
- parents and carers will be given the opportunity to view teaching materials before the content is delivered

No non-statutory sex education within the Changing Me unit is delivered without parents being informed in advance and given the opportunity to discuss the content with the school.

See appendices for withdrawal letters and preadmission forms.

Monitoring and Review

The governing body monitors this policy on an annual basis and suggests any findings and recommendations or whether the policy needs modification. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Inclusion and SEND

At Horizons Academy, PSHE is adapted to ensure that all pupils, including those with SEND and pupils accessing Alternative Provision, can access, understand, and engage meaningfully with the curriculum. Teaching is shaped by pupils' individual needs and recognising that pupils may enter the provision at different points throughout the year and for varying lengths of time.

Learning can be adapted through the consistent use of visual supports, concrete and practical resources, carefully structured tasks and clear, step-by-step explanations. Lessons are broken into manageable components and delivered flexibly, allowing pupils to engage at an appropriate pace and level.

Key concepts are explicitly modelled, reinforced, and revisited using role play, scenario-based learning and supported discussion. This enables pupils to explore real-life situations in a safe, structured, and supportive environment, with a strong emphasis on relevance to pupils lived experiences.

Opportunities are built in for additional discussion with trusted adults, allowing understanding to be checked, misconceptions to be addressed and emotional responses to be supported and regulated.

Equality

This policy is informed by, and supports, the school's Equality Policy and reflects the school's duties under the Equality Act 2010. Horizons Academy is committed to ensuring that all pupils are treated with dignity, fairness, and respect, and that no pupil is disadvantaged because of protected characteristics.

In line with Department for Education statutory guidance (2019), the school ensures that:
"The needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics."

Horizons Academy recognises its legal duty to promote equality, eliminate discrimination and foster good relations between those who share a protected characteristic and those who do not. PSHE, Relationships Education, Relationships and Sex Education (RSE) and Health Education play a key role in supporting pupils to develop respectful attitudes and an understanding of diversity within modern British society.

Teaching within these subjects is:

- inclusive and non-discriminatory
- age-appropriate and developmentally appropriate
- carefully adapted to meet the needs of pupils within an Alternative Provision context

In accordance with statutory guidance, LGBT-related content is integrated appropriately into the curriculum rather than delivered as a stand-alone topic. The school determines when and how this content is taught, ensuring that pupils encounter it at a timely and appropriate point as part of Relationships Education and RSE.

Horizons Academy also recognises that pupils, families, and staff may hold a variety of religious, cultural, or personal beliefs. The school respects these beliefs; however, this respect does not override the school's statutory responsibilities or its duty to ensure that all pupils receive the education to which they are legally entitled.

Where beliefs may be in tension with aspects of Relationships Education, RSE or Health Education, the school adopts an approach that is respectful, sensitive, and balanced, while remaining clear that:

- content is taught in line with the law
- education about equality, protected characteristics and respectful relationships cannot be omitted
- safeguarding, inclusion, and pupils' rights remain central to decision-making

This approach ensures that Horizons Academy meets its legal obligations, promotes equality, and prepares pupils to participate positively and respectfully in society.

Safeguarding

Safeguarding is a fundamental component of Personal, Social, Health and Economic (PSHE) education at Horizons Academy. PSHE provides a structured and supportive context in which pupils may disclose concerns, experiences or risks relating to their safety, wellbeing, or welfare.

All staff delivering PSHE are aware that lessons may prompt disclosures or the identification of safeguarding concerns, including (but not limited to) abuse, neglect, exploitation, child-on-child harm, mental health difficulties, online safety concerns, or harmful behaviours.

Any safeguarding concern, disclosure or cause for concern arising during PSHE lessons, discussions or activities must be recorded promptly and accurately on CPOMS, in line with the school's Safeguarding and Child Protection Policy. This includes concerns observed directly, information shared by pupils, or information that gives rise to professional curiosity.

Staff must:

- follow the school's established safeguarding procedures
- not promise confidentiality to pupils

- pass information on to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay
- record concerns factually and objectively on CPOMS on the same day

PSHE is planned and delivered in a way that supports pupils to understand how to keep themselves and others safe, recognise risk, and know how and when to seek help. However, the safeguarding of pupils always takes priority over curriculum delivery, and lessons will be adapted or paused where necessary in response to safeguarding concerns.

Safeguarding themes within PSHE are reinforced through pastoral systems, tutor time, and targeted support, ensuring a joined-up approach between curriculum, safeguarding, and pastoral care.

This approach ensures that PSHE contributes effectively to the school's safeguarding culture while maintaining clear, consistent reporting through CPOMS and appropriate professional action.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	**Signed Chair of Governors**
Date of review: July 2025		
Date of next review: July 2026		

Appendix 1: Request for Withdrawal from Sex Education

At Key Stage 4, pupils receive statutory Relationships and Sex Education (RSE) and Health Education as part of PSHE. Parents and carers may request withdrawal only from sex education.

Pupil Details

Pupil name: _____

Date of birth: _____

Year group: ☐ Year 7 ☐ Year 8 ☐ Year 9 ☐ Year 10 ☐ Year 11

Parent / Carer Details

Name: _____

Relationship to pupil: _____

Contact details: _____

Withdrawal Request

I am writing to request withdrawal of my child from:

☐ All sex education

☐ Some sex education (please specify):

I understand that:

- This request applies only to sex education
- Relationships Education and Health Education are statutory and compulsory
- The school will meet with me before confirming withdrawal
- Requests are normally granted up to three terms before my child turns 16
- From that point, my child has the right to opt into sex education

Parent / Carer Declaration

Signature: _____

Date: _____

For School Use

- Date received: _____
- Meeting held: ☐ Yes ☐ No
- Decision confirmed: _____
- Staff signature: _____

Appendix 2: Preadmissions declarations

PSHE & Sex Education – Pre-Admissions Declaration

Years 5 and 6 (Key Stage 2)

At **Horizons Academy Bexley**, pupils in Years 5 and 6 study elements of the **Changing Me** unit as part of the **Jigsaw PSHE** curriculum.

Pupil name: _____
Year group: _____

This unit includes:

- **Statutory learning** about puberty, physical and emotional changes, and menstrual wellbeing
  (this content is compulsory and cannot be withdrawn from)
- **Additional sex education content**, such as human reproduction, where this goes beyond statutory requirements
  (this content is optional and parents/carers may request withdrawal)

Please tick to confirm your understanding:

☐ I understand that puberty education is statutory and cannot be withdrawn
☐ I understand that withdrawal applies only to non-statutory sex education
☐ I understand that I will be informed in advance if non-statutory sex education is planned
☐ I understand that I will have the opportunity to view materials and discuss the content before lessons take place

Parents and carers who wish to discuss the **Changing Me** unit may request a meeting with the **Assistant Head for Quality of Education** prior to delivery.

Parent / Carer Declaration

Name: _____
Signature: _____
Date: _____

Key Stage 3 (KS3)

Pupil name: _____

Year group: ☐ KS3

At Key Stage 3, PSHE is delivered through a **bespoke curriculum informed by the Jigsaw PSHE 11–16 programme**.

- **Relationships Education and Health Education are statutory and compulsory**
- Some PSHE units (including **Relationships** and **Changing Me**) may include **limited elements of sex education**, where appropriate

Please tick to confirm your understanding:

☐ I understand that these elements of sex education are non-statutory at KS3
☐ I understand that the school will seek my consent before teaching sex education
☐ I understand that sex education at KS3 will not be taught without parental agreement

If you wish to discuss this further, you may request a meeting with the **Assistant Head for Quality of Education** before giving consent.

Key Stage 4 (KS4)

Pupil name: _____

Year group: ☐ KS4

At Key Stage 4, PSHE is delivered through a **bespoke curriculum informed by the Jigsaw PSHE 11–16 programme**.

- **Relationships Education and Health Education are statutory and compulsory**
- Some PSHE units (including **Relationships** and **Changing Me**) may include **sex education content**, where appropriate

Please tick to confirm your understanding:

☐ I understand that Relationships Education and Health Education are statutory and compulsory
☐ I understand that I may request withdrawal only from sex education content
☐ I understand that I may request a meeting with the Assistant Head for Quality of Education to discuss withdrawal before making a formal request

Parent / Carer Declaration

Name: _____

Signature: _____

Date: _____