



Mossbourne
Community
Academy

Relationships and Sex Education Policy (RSE)

Last Review:	August 2025
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1. Definitions

1.1 Relationships and Sex Education (RSE) and Health Education at Mossbourne Community Academy (MCA) sits within the wider framework of PSHE and Citizenship.

1.2 The RSE provision at MCA is planned and delivered in accordance with the statutory guidance from the Department for Education (DfE), principally those listed in Section 2 of this policy. The most recent statutory guidance published by the DfE is Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025), and since the publication of this guidance the relevant curriculum area at MCA has been referred to as PSHCE/RSE or as Personal Development.

P-Personal

S- Social

H-Health

C-Citizenship

E- Economics

R- Relationships

S- Sex

E- Education

1.3 RSE education is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It provides pupils with the information they need to develop healthy, nurturing relationships of all kinds, including but not limited to intimate relationships. RSE does not promote early sexual experimentation, but instead gives them an understanding of human sexuality and mutual respect.

1.4 Health Education concerns the development of pupils understanding of the different factors that contribute to a healthy life. It teaches pupils about physical health and mental wellbeing, in order that they can make good decisions about their health and wellbeing both during their time at MCA and thereafter.

1.5 RSE is different to relationship education. Relationship education does not involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe.

2. Statutory Requirements

2.1 The Relationships Education, Relationships and Sex Education and Health Education (England)

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- Regulations 2019, made under Sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving Secondary Education. They also make compulsory Health Education to all pupils in maintained schools (including academies).
- 2.2 Specifically, Section 34 (3) of the Children and Social Work Act 2017 (that concerns RSE) requires that:
- a) Pupils learn about:
 - I. Safety in forming and maintaining relationships,
 - II. The characteristics of healthy relationships, and
 - III. How relationships may affect physical and mental health and well-being, and
 - b) The education is appropriate having regard to the age and the religious background of pupils.
- 2.3 The principle statutory guidance concerning the planning and delivery of RSE is the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025, issued under Section 80A of the Education act 2002 and Section 403 of the Education Act 1996. The RSE policy and Curriculum at MCA is designed and delivered in accordance with this guidance.
- 2.4 The Education Act 1996 Section 403 requires schools to:
- a) Encourage pupils to have due regard to moral considerations and the value of family life
 - b) Ensure pupils learn from the nature of marriage and its importance for family life and the bringing up of children
 - c) Ensure pupils are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned
- 2.5 The Education Act 2002 Section 80A requires schools to teach pupils about
- a) The nature of marriage and civil partnerships and their importance for family life and the bringing up of children
 - b) Safety in forming and maintaining relationships
 - c) The characteristic of healthy relationships, and
 - d) How relationships may affect physical and mental health and wellbeing
- 2.6 The Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025 guidance provides a detailed list of topics that pupils should learn about before they leave secondary education
- a) RSE must cover the following topic areas
 - a. Families
 - b. Respectful relationships, including friendships
 - c. Online safety and awareness
 - d. Being safe
 - e. Intimate and sexual relationships, including sexual health
 - f. The law

b) Health Education must cover the following topic areas

- a. Mental wellbeing
- b. Wellbeing online
- c. Physical health and fitness
- d. Healthy eating
- e. Drugs, alcohol, tobacco and vaping
- f. Health protection and prevention, and understanding the healthcare system
- g. Personal safety
- h. Basic first aid
- i. Developing bodies

- 2.7 The statutory guidance is clear that schools must show regard for said guidance; however, schools are free to determine a curriculum that is age and developmentally appropriate for the young people it serves, as well as being free to determine how to deliver the content to best suit the needs of their pupils, in consultation with parents and the local community.
- 2.8 Schools are also required to comply with the Equality Act 2010, in particular Section 149: Public Sector Equality Duty. This has implications both on the content of what is taught, and the manner in which it is taught. Pupils are to be taught about the topics covered in RSE and Health Education from within the context of the law. Schools must also make reasonable adjustments to alleviate the disadvantage on the basis of the nine protected characteristics as defined in the Equality Act 2010, and be mindful of the SEND Code of Practice, in order that all pupils are able to access the RSE and Health Education curriculum.
- 2.9 At Mossbourne Community Academy we teach RSE and Health Education in accordance with the statutory requirements outlines above in points 2.1-2.8. An overview of the RSE and Health Education topics and where they are taught across the wider curriculum can be found in Appendix 3.

3. Policy Development

- 3.1 This policy has been developed in consultation with staff, students and parents.
- 3.2 The Academy's Head of PSHCE/RSE pulled together all relevant information including relevant national and local guidance.
- 3.3 Feedback is solicited from the teaching and support staff at the Academy throughout the academic year, relating to the content and delivery of the PSHCE/RSE Curriculum.

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- 3.4 Students, parents and staff including safeguarding and curriculum leads are given the opportunity to look at the policy and make recommendations.
- 3.5 The Principal must approve this policy and the school's Local Governing Body are required to hold the Principal to account for the delivery of RSE as set out in this policy.
- 3.6 This policy is reviewed annually.

4 Aims and Objectives

4.1 Our PSHCE/RSE intent:

At Mossbourne Community Academy our PSHCE/RSE focus is on the three elements: improving knowledge and understanding; exploring attitudes and values; and, developing personal and social skills.

We are aware that our students are growing up in an increasingly complex world, both on and offline, as they engage with a variety of relationships. We aim to ensure all our students are equipped with the knowledge, understanding and wisdom to become well-informed, successful and productive members of our community and society as a whole.

Working alongside our school's ethos, with British values and SMSC embedded within our PSHCE/RSE curriculum, we are firmly committed to upholding the value and uniqueness of each person, regardless of race, religion, sexuality or gender. We believe that every child is important; that every young person has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and to achieve economic well-being.

- 4.2 In addition to the DfE guideline as outlined in Section 2 of this policy, our ultimate aim through the RSE curriculum is to support students and help them to embrace the challenges of creating a happy and successful adult life by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This is expanded in detail in the objectives of the RSE curriculum outlined below:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To provide reassurance that change is a part of the life cycle and to provide support with these adjustments
- Help students develop feelings of self-respect, confidence and empathy
- To develop growing understanding of risk and safety and the motivation

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- and skills to keep themselves safe
- To be aware of sources of help and to acquire the skills and confidence to use them
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- To counteract misleading myths and folklore
- To help children know their rights and responsibilities
- To be aware of the law on sexual behaviour

5. The Curriculum

- 5.1 The Academy's Sex and Relationships education programme supports the personal and social development of all students, ensuring that they have the ability to accept their own and other's sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse.
- 5.2 RSE is taught within the context of the law, and the law is always taken as the starting point for any discussion of RSE topics, especially when those topics might be sensitive or controversial. In particular, the Equalities Act 2010 functions as a guiding principle, and the primacy of equality, tolerance, and respect are emphasised in the curriculum, as underpinned and guaranteed by law.
- 5.3 We have taken into consideration the needs, feelings and age of our students and in which stage of their secondary career they will be studying various objectives. If students 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.
- 5.4 Owing to the necessity of introducing RSE topics to pupils at an age – and developmentally appropriate time, several topics are revisited throughout the five-year curriculum are deepened and enhanced in order to be meaningful and useful to the pupils at every developmental stage in their lives.
- 5.5 The curriculum is designed to be accessible by all pupils. One way in which the needs of the pupils are considered is through the delivery of PSHCE/RSE to pupils with additional learning needs. This is explained further in Section 6, the 'delivery of RSE'. Our PSHCE/RSE curriculum map is set out in Appendix 1 and 2.

6. The delivery of RSE

- 6.1 The majority of our PSHCE/RSE curriculum is delivered on three drop-down days across the academic year from Year 7 to Year 10, two drop-down days in Year 11 and 1 half drop-down day

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for both Year 12 and Year 13. On these days, the usual timetable is suspended, and the lessons taught are solely PSHCE/RSE lessons. On the first drop-down day Year 7 to Year 11 receive 7 periods of lessons and Year 12 receive 4 periods of lessons. On the second drop-down day Year 7 to Year 11 receive 7 periods of lessons and Year 13 receive 4 periods of lessons. On the third drop-down day, Year 7 to Year 10 receive 5 periods of lessons. All PSHCE/RSE lessons are delivered by teaching staff or external providers.

6.2 The biological aspects of sex and the anatomy are also delivered in the Science curriculum. Aspects of religious views on sex and families are also delivered in the Religious Studies curriculum. Aspects of the RSE curriculum are delivered in Assemblies and in strands of the Academy's 'Bourne Scholar' programme. A coverage of the RSE topics and where they are taught across the wider curriculum can be found in the Appendix.

6.3 As mentioned in Section 5, the Academy recognises that students with EHCPs, SEND and additional needs will require extra support to access the curriculum and are considered in the delivery of PSHCE/RSE. These students will receive additional support as required to ensure access to and understanding of the curriculum. This additional support is determined through liaison between the Head of PSHCE/RSE, the Curriculum Support Department, the Pastoral Team, and other relevant teaching staff. The specifics of the support differ according to the needs of the child.

6.4 For more information about our curriculum, our curriculum map is set out in Appendix 1 and 2; this is a live document that is subject to change throughout the year. Irrespective of changes, the curriculum will always be delivered in its' entirety. Visiting speakers may be sourced by the Head of PSHCE/RSE and invited to the Academy to support in facilitating our RSE curriculum on the three 'drop-down' days. In addition to this, the overview curriculum may not be a true reflection of what all year groups will have studied over time, due to the disruption caused by Covid-19. The use of initiatives such as form sessions and additional assemblies has enabled the Head of PSHCE/RSE to ensure all year groups receive their statutory provision before the end of secondary school.

6.5 On the three drop-down days the pupils remain in their form groups (with the exception of any session in which form groups join together, for example in an external assembly delivered to the whole year group), and we aim for the groups to be accompanied by their form tutor for at least the majority of the day. This ensures that the PSHCE/RSE lessons are delivered in a space in which pupils feel safe and able to express and explore their views, ask questions, and raise concerns about potentially sensitive or challenging topics with a member of staff whom they trust and know well, and who also knows them well.

6.6 Where an external facilitator is working with a form group, at least one other member of teaching staff always remains present. Where content is delivered to multiple form groups together, sufficient teaching staff always remain present to address any safeguarding concerns that may arise, and to ensure the smooth running of the session.

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6.7 Designated Safeguarding Leads (including each of the Heads of Year at the academy) actively support the staff and students in their year groups so they can readily pick up any issues or concerns that arise, given the sensitive nature of RSE topics. The Academy operates a rigorous 'Initial Concern Form (ICF)' system where staff record any student safeguarding concerns. Immediately, this is sent to the relevant Head of Year and other Designated Safeguarding Leads. Each Head of Year is not timetabled to teach on the drop-down days to allow for concerns raised by teaching staff to be picked up straight away.

6.8 In order to help students, make informed choices, establish a healthy lifestyle and build up a system of values, the teaching methods used are as important as the content of the lesson. The participation of students in lessons is essential in order to encourage them to learn from others and to help them use appropriate language in ways which are understood by others. This requires the use of a range of teaching methods, such as group activities, written tasks, class discussions, the use of multi-media and so on. It accounts for the different styles of learning students may have. The Academy's '8 Principles of teaching' framework can be found in our Teaching and Learning policy.

6.9 Any pupil who is not in mainstream circulation during a drop-down day is provided with learning resources and tasks that cover all the subjects that they would study during that day and can be completed independently. They will be given the opportunity to ask questions and have discussions with their form tutors about the content.

6.10 If any students were to miss a drop-down day at the Academy, appropriate catch-up work will be put in to place and students will be required to complete this in a timely fashion.

7. External Visitors

7.1 External facilitators may be used at the discretion of the Head of PSHCE/RSE to supplement and enhance the delivery of the PSHCE/RSE Curriculum on the three drop down days.

7.2 External facilitators are booked in accordance with the Visiting Speaker's protocol.

7.3 Visitors to the Academy are accompanied at all times and are therefore escorted by members of staff from Reception and between classrooms, to ensure the safety of pupils and Academy staff.

7.4 The content delivered by the external visitors is decided in advance and is carefully determined. Lesson plans and/or details of the session are sent to the Head of PSHCE/RSE in advance and are assessed according to their suitability for the pupils and the relevance to the curriculum. The Head

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of PSHCE/RSE works with external visitors to develop plans and resources that are both suitable and relevant. No content is delivered to the pupils that is deemed to be unsuitable or irrelevant to the curriculum.

8. Monitoring arrangements

- 8.1 The delivery of RSE is monitored by leaders through planning scrutiny, learning walks, folder checks and student voice.
- 8.2 Feedback is solicited from the teaching members of staff as to the efficacy and impact of the planned activities throughout the drop-down days, to ensure a continual review and refinement of PSHCE/RSE lessons.
- 8.3 Student retention of knowledge and understanding is monitored through the provision of short quizzes and retrieval practice during form-time of the information taught on the previous PSHCE/RSE drop- down days. Any areas identified through teaching or retention quizzes that needs additional going over, will be monitored by form tutors and relayed back to Heads of Year and the Head of PSHCE/RSE who will ensure this is reflected in future curriculum planning and that appropriate feedback is provided to students.

9. Staff training

- 9.1 Staff are trained on the delivery of RSE and it is included in continuing professional development sessions throughout the academic year and in particular in the lead up to our drop-down PSHCE/RSE days at the Academy. Staff are trained in aspects of teaching and learning pertinent to the delivery of the curriculum and are also trained in the specific content that they will be delivering on the upcoming day.
- 9.2 The training is led by the Head of PSHCE/RSE and supported by the Heads of Years and Pastoral Team.
- 9.3 Prior to each drop-down day, the Head of PSHCE/RSE briefs the Pastoral Team on the plan for the day and the topics due to be covered by each year group. This ensures that the Pastoral Team can identify any links to safeguarding and advise the teaching members of staff accordingly.
- 9.4 External visitors such as the school nurse or sexual health professionals may be invited into the Academy to provide extra support and training to staff teaching RSE.

10. Roles and Responsibilities

- 10.1 The local governing body will hold the Principal to account for the implementation of this policy.
- 10.2 The Principal, or a member of staff designed by the Principal, is responsible for managing requests to withdraw pupils from (non-statutory/non-science) aspects of RSE and for ensuring that the Head of PSHCE/RSE is held to account for the consistent delivery of the RSE curriculum.
- 10.3 The Head of PSHCE/RSE is responsible for the co-ordination of this policy and the implementation of the programme of study for students and training for staff.
- 10.4 All teaching staff are responsible for the delivery of RSE lessons, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual students and responding appropriately to students whose parents wish them to be withdrawn from (non-statutory/non-science) aspects 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.
- 10.5 Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

11. Parents' right to withdraw

- 11.1 Parents have the right to withdraw their children (non-statutory/non-science) aspects of RSE. Request for withdrawal should be put in writing using the form found in Appendix 4 and addressed to the Principal and provided to the school Reception. A copy of withdrawal requests will be placed in the student's educational record. The Principal, Head of PSHCE/RSE or staff member designated by the Principal or Head of PSHCE/RSE will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from RSE. Parents will receive a response to their request within 15 working days of the letter being sent.
- 11.2 Parents who previously have chosen to withdraw students may be contacted by the Principal, Head of PSHCE/RSE or staff member designated by the Principal or Head of PSHCE/RSE to discuss their decision.
- 11.3 It is emphasized that there is no right to withdraw a pupil from Relationships Education, Health

Education, or elements of Sex Education covered by the National Curriculum (e.g. in Science).

11.4 From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Pupils that this is relevant to are made aware of this option by the Head of PSHCE/RSE or a designated staff member. This will only be relevant to pupils who are old enough for it to impact them and are on the new scheme of work starting in 2025.

Appendix 1: PSHCE/RSE Drop-Down Days Overview Year 7

Year group	Autumn Day	Spring Day	Summer Day	Bourne Scholar
Year 7	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Attitudes to mental health Promoting emotional wellbeing Digital resilience Puberty and emotional changes Menstrual wellbeing and FGM <p>Living in the Wider World</p> <ul style="list-style-type: none"> Identity and community Bias and stereotypes 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Unhealthy coping strategies (self-harm and eating disorders) Healthy coping strategies <p>Living in the Wider World</p> <ul style="list-style-type: none"> Discrimination and the protected characteristics Values and constructive disagreements <p>Relationships</p> <ul style="list-style-type: none"> Healthy and unhealthy relationships Managing conflict Relationship values 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Change, loss and grief CPR <p>Living in the Wider World</p> <ul style="list-style-type: none"> How to stay safe in the community and where to get support, personal safety <p>Relationships</p> <ul style="list-style-type: none"> Influences on relationship expectations Respectful relationship behaviours 	<p>Celebrating the diversity in our community, how to help yourself and others: first-aid and wellbeing, charities: how they work and how you can contribute, how do I decide? Critical thinking, your role in the climate crisis</p>



Appendix 2: PSHCE/RSE Drop-Down Days Overview Year 8 – Year 13

Year group	Autumn Day	Spring Day	Summer Day	Bourne Scholar
Year 8	Puberty and Emotional Change <ul style="list-style-type: none"> • Puberty and the Body/Mind • Menstruation • Emotional Wellbeing • What is gender? • Managing Emotions and Stress • Anti-bullying 	Substances, Addiction and Crime <ul style="list-style-type: none"> • Tobacco and Alcohol Use • Vaping • Online Safety • Drugs and the Law 	Citizenship and Enterprise <ul style="list-style-type: none"> • Enterprise and Entrepreneurship • What makes a successful community? • London Identity • Protest and Campaigns 	Do I need other people? How relationships shape your life, is the system broken? Politics in the UK and abroad and why should I care about climate change? Global communities and environmental activism
Year 9	Relationships and Wellbeing <ul style="list-style-type: none"> • Indecent images/pornography • Child Sexual Exploitation • Healthy Relationships • Consent • Abuse • Harassment • Sexualised Media 	Relationships and Sex <ul style="list-style-type: none"> • Sexual assault and safety on public transport • Fertilisation • Sexually Transmitted Illnesses • Healthy sexual and romantic relationships • Contraception • Laws on sex and consent 	Prevent and Extremism <ul style="list-style-type: none"> • What is extremism? • Why do people get involved with extremist groups? • History of extremism • Freedom of Speech • Is prevent effective? 	Social justice, diversity and local history, gender and sexuality how far have things changed? And why should I be governed? Political philosophy
Year 10	Justice and the Legal System <ul style="list-style-type: none"> • Different governments • Making and influencing laws • The Equalities Act • Human rights • Violence against women and girls 	Health and Wellbeing <ul style="list-style-type: none"> • Mental Health • Consent • Financial Fraud and Exploitation • Physical Health • Healthy Eating 	Stepping into Year 11 <ul style="list-style-type: none"> • Study skills • Public money and tax • Banking and budgeting • Money and the world • Online safety • Career's Advice 	Students choose what they want to focus on in Year 10 and Year 11. Options related to PSHCE/RSE include becoming an understanding and informed citizen, digital wellbeing in the modern era and marginalized groups.



Year group	Autumn Day	Spring Day	Summer Day	Bourne Scholar
Year 11	Revision Skills and Careers <ul style="list-style-type: none"> • Retrieval practice • Mind maps and cue cards • Careers fair • Careers – making applications • Personal statements • Green careers week 	Preparing for Change and Careers <ul style="list-style-type: none"> • Staying safe post-16, personal safety • How are you feeling? Wellbeing • Preparing for change and the future • Employability and interview skills • The journey to your career 	Year 11 do not have a third drop-down day.	Same as with Year 10.
Year 12	<ul style="list-style-type: none"> • Substance abuse – risks, consequences and managing influences • Consent – Communication, responsibilities and consequences • Independence and safety in adulthood • Finance - budgeting 	Year 12 do not have a drop-down day.	Year 12 do not have a drop-down day.	Year 12 do not do Bourne Scholar.
Year 13	Year 13 do not have a drop-down day.	<ul style="list-style-type: none"> • Substance abuse – impact on personal safety and travelling • Consent – unwanted, inappropriate and illegal behaviours • Independence and safety in adulthood – travel in the UK and abroad • Finance – credit cards and overdrafts and pay slips 	Year 13 do not have a drop-down day.	Year 13 do not do Bourne Scholar.



Appendix 3: RSE Topic Breakdown across PSHCE/RSE drop-down days and the Wider Curriculum Year 7 – Year 13

RSE topics	Place in PSHCE/RSE 'drop-down' days	Place in the wider curriculum
Families	Year 7 – Day 1, 2 and 3 Year 8 – Day 3 Year 9 – Day 1	Bourne Scholar Sociology Drama English Spanish, Turkish, French and German
Respectful relationships	Year 7 – Day 1, 2 and 3 Year 8 – Day 1 Year 9 – Day 1 Year 10 – Day 1	Bourne Scholar Sociology Drama Music English
Online safety and awareness	Year 8 – Day 2 Year 9 – Day 1	Bourne Scholar Drama
Being safe	Year 7 – Day 3 Year 9 – Day 1 and 2 Year 10 – Day 1	Bourne Scholar Sociology Drama English
Intimate sexual relationships, including sexual health	Year 9 – Day 2	Bourne Scholar Sociology Biology Drama Music English
Mental wellbeing	Year 7 – Day 1, 2 and 3 Year 8 – Day 1 Year 10 – Day 2 Year 11 – Day 2	Bourne Scholar Psychology Biology Art Drama Music English PE and Dance



RSE topics	Place in PSHCE/RSE 'drop-down' days	Place in the wider curriculum
Wellbeing online	Year 7 – Day 1	Bourne Scholar Drama
Physical health and fitness	Year 10 – Day 2	Biology Food and Tech PE and Dance
Healthy eating	Year 10 – Day 2	Science (single) Biology Food and Tech Drama Spanish, Turkish, French and German PE and Dance
Drugs, alcohol, tobacco and vaping	Year 8 – Day 2	Psychology Drama PE and Dance
Health protection and prevention, and understanding the healthcare system	Year 10 – Day 2	Food and Tech Biology PE and Dance
Personal safety	Year 7 – Day 3	Assemblies Drama PE and Dance
Basic first aid	Year 7 – Day 3	Bourne Scholar PE and Dance
Developing bodies	Year 7 – Day 1 Year 8 – Day 1	Biology Science (single) Drama



Appendix 4: Parental/Carer right to withdraw form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	
Principal's signature	