



Academic and Personnel Sub Committee of the Board of Governors of the City of London Freemen's School

Date: MONDAY, 13 JANUARY 2020
Time: 2.45 pm
Venue: CITY OF LONDON FREEMEN'S SCHOOL, ASHTEAD PARK, SURREY,
KT21 1ET

SUPPLEMENTARY AGENDA

6. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

- a) Annual Review of Terms of Reference
The Town Clerk to be heard.
- b) Deputy Head's Report on Policies (Pages 1 - 16)
Report of the Deputy Head.

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John Barradell
Town Clerk and Chief Executive

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Committee(s)	Dated:
Academic and Personnel Sub-Committee of the Board of Governors of the City of London Freemen's School	13012020
Subject: Deputy Head's Report on Policies	Public
Report of: Deputy Head, City of London Freemen's School	For Discussion and Decision

Summary

This report is for Governor engagement and decision.

- a) Background
- b) Recommendation

Recommendation(s)

Members are asked to:

- Scrutinise the policies in this report;
- Ask questions of the policy author (Deputy Head) and Headmaster surrounding this policy;
- Recommend to the Board that it approve the policy presented.

Main Report

a) Background

1. Members will understand that they are responsible for the School's policies and that oversight of them is an important part of their duties.
2. The policy in need of oversight at this meeting is the Relationships and Sex Education Policy, which can be found at **Appendix 1**.
3. This Policy has been re-written in light of the Department for Education (DfE) document [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(June 2019\)](#), which comes into effect in September 2020. This, together with it having been some time since the Board of Governors last scrutinised the policy, means that the policy is presented afresh and without amendments having been highlighted.

4. The afore-mentioned DfE document contains statutory guidance on relationships and sex education with which state and independent schools alike must comply. Prior to this, relationships and sex education in independent schools was quality-assured by the Independent Schools Inspectorate under standards relating to PSHE, with schools enjoying considerable latitude in what they taught.
5. In contrast, the new statutory guidance is specific and exacting. To demonstrate the School's compliance with the DfE guidance, the mandatory content is listed (largely verbatim) alongside details of when and how it is delivered. As of January 2020, the School's PSHE programme meets most but not all of the requirements. It is expected that gaps in the School's provision will be closed without difficulty in time for September 2020. In fact, the advent of the DfE guidance has afforded a useful opportunity in the context of one of SLT's 'Big 5' priorities for this academic year, namely the designing of an optimally relevant pastoral curriculum.
6. Governors' attention is drawn to those elements of the Policy where the School is able to exercise discretion, chiefly regarding the provision of sex education for primary-age pupils. Governors should also be aware that, mindful of the advice that RSE should reflect the religious backgrounds of pupils, the School is proposing requesting and recording information on the religious affiliations, if any, of parents.
7. Governors will note the duty of the School to consult parents in developing this Policy; additionally, it ought to reflect the views of teachers and pupils. It is proposed that, once approved by the Full Board, the Policy be disseminated in draft form to parents, pupils and teachers and their comments invited. The Board can be appraised of the feedback at its June meeting, and a decision taken then as to whether or not there is a need for further amendment.

b) Recommendation

FOR DECISION

8. It is recommended that Governors recommend to the Full Board that it approve the Relationships and Sex Education Policy included as an appendix in this report.

Appendix

- Appendix 1: Relationships and Sex Education Policy

Stuart Bachelor
Deputy Head

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Relationships and Sex Education Policy

for whole School: Junior and Senior sections

Issue number	2.0
Name and appointment of owner / author	Stuart Bachelor, Deputy Head
Review Body	SLT, Academic and Personnel Sub-committee, and Full Board of Governors
Last updated	September 2016
Reason for update	new statutory guidance
Last reviewed by SLT	December 2019
Last reviewed by Governors	
Next SLT review due	November 2022
Next Governor review due	January 2020 (Academic and Personnel Sub-committee)
Where available	Staff Handbook, School website (unrestricted area)

Relationships and Sex Education Policy

Policy Statement

As of September 2020, the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the *Children and Social Work Act 2017*, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This statutory obligation extends to independent schools and is laid out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (DfE, June 2019). City of London Freeman's School is committed to discharging its obligations in respect of RSE, and this Policy explains how it does so.

The afore-mentioned statutory guidance also makes reference to mandatory Health Education. However, given that independent schools are not bound by this part of the guidance, being instead required to deliver Health Education under Paragraph 2 of the Independent School Standards Regulations, this Policy makes no mention thereof.

The content and application of this Policy is non-discriminatory in line with the *Equality Act 2010*. In addition, the School ensures that young people clearly understand what the law does and does not allow in respect of sex and relationships, as well as the wider (e.g. criminal) implications of decisions that they may make.

This policy is available on the unrestricted area of our website and should be read in conjunction with the following documents:

Anti-bullying Policy
Learning and Teaching Policy
Mission and Aims
PSHE Schemes of Work
Safeguarding Policy

This policy is subject to a comprehensive review every three years by the School's Senior Leadership Team (SLT), the Academic and Personnel Sub-committee and the Full Board of Governors. In line with our duty to consult parents regarding the content and delivery of Relationships and Sex Education, the draft version of the reviewed Policy is shared with parents and (through School Council) pupils together with an invitation to comment. Depending on the results of the consultation, amendments may be made to the draft Policy by SLT and submitted to Governors for final approval. The aim of this process is to ensure that the Policy meets the needs of pupils and parents.

The statutory guidance also states that this Policy should reflect the views of teachers at the school. The Policy is accordingly disseminated to teachers at draft stage with an invitation to comment.

In between these periodic reviews, minor changes may be made to the Policy by the author so that it reflects current practice at the School.

Under the relevant statutory guidance, “the religious background of all pupils must be taken into account when planning teaching [of RSE]”. Accordingly, and as of September 2020, the School collects this information from parents of pupils joining Freeman's. The School has also given the opportunity to existing parents to register any affiliation of theirs to a religion or else to state that they do not subscribe to any religion.

Key personnel

Mr Stuart Bachelor (Deputy Head) - oversight of PSHE/RSE across the School
Mrs Louise Jowitt (Assistant Head of Junior School)- Junior School PSHE/RSE Co-ordinator
Mrs Sue Meek (Teacher of Biology)- Upper School PSHE/RSE Co-ordinator
Mr Adrian Parkin (Assistant Head of Sixth Form)- Sixth Form PSHE/RSE Co-ordinator

The Heads of Sections are also closely involved in the planning, monitoring and evaluation of RSE.

Definitions

Relationships Education in Form 1 to Lower 3 (Y3-Y6) is defined as: teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education in Form 1 to Lower 3 (Y3-Y6) is defined as: teaching pupils how a baby is conceived and putting this in the context of the changes to the bodies of males and females that happen at puberty.

Relationships and Sex Education in Upper 3 to Upper 6 (Y7-Y13) is defined as: giving pupils the information necessary for them to develop healthy, respectful and loving relationships (including intimate relationships) that help them to flourish, and how to identify and resist unhealthy relationships; delivering information about human sexuality, contraception and sexual health in a fact-based and non-judgemental manner that emphasises the critical importance of consent and mutual respect.

Aims

The principal aims of RSE in the School are:

1. to equip pupils with the knowledge, understanding, criticality and self-awareness necessary to form healthy and positive age-appropriate relationships;
2. to ensure that pupils have an age-appropriate understanding of human reproduction and sexual relationships, including, for older pupils, detailed knowledge of contraception and sexual health.

How RSE is delivered at Freeman's

Rather than being taught as a separate subject, RSE is embedded into the framework of Personal, Social, Health and Economic Education (PSHE) at the School. That said, we believe that RSE should be set within a wider school context in which values such as respect, fidelity, tolerance and the importance of family are promoted at every opportunity.

The School also recognises that parents have a key role in teaching their children about sex and relationships, and the RSE Freeman's seeks to complement rather than displace this. With this in mind, the School makes available its PSHE Schemes of Work to parents via the parent portal on our website.

In order to create a collaborative learning partnership between the teacher and his/her pupils, RSE at Freeman's is delivered in a fact-based, non-judgemental manner. Teachers of RSE also take care to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment, as well as one where a range of views can, so long as they are expressed maturely and sensitively, be tolerated and respected.

RSE at Freeman's is complemented by- but not delivered through- the Science and GCSE Biology syllabuses, with human reproduction (U3/Y7), puberty and contraception (L5/Y10) taught from an exclusively physiological perspective.

Subject content of RSE at Freeman's

The relevant statutory guidance obliges the School to deliver specific Relationships Education content to its pupils of primary age and specific RSE content to its pupils of secondary age. The School also elects to teach pupils in KS2 a minimal amount of age-appropriate sex education in addition to that covered by the science curriculum.

The following tables set out the subject content of Relationships Education and RSE at Freeman's, how it is delivered as part of our PSHE curriculum and who is responsible for teaching it. All statutory content is included in the tables.

The 'Jigsaw' scheme of work has been purchased by the School for delivering Relationships Education and Sex Education in the Junior School (Years 3-8).

As with all curriculum subjects, RSE is suitably differentiated so that it is accessible to all pupils, including those with a special educational need or disability (SEND).

Subject content for Relationships Education F1-L3 (Y3-6)

Relationships Education in the Junior School is taught to tutor groups by their tutor teachers as part of the PSHE syllabus. Each Topic is covered in a 30-minute lesson.

General topic	Learning outcome: Pupils should know...	When covered in PSHE
<p>Families and people who care for me</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 7</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people- of the same or different sex- to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>F1 Autumn Term 2 Topic 1 F1 Autumn Term 2 Topic 2 F1 Summer Term 1 Topic 1 F1 Summer Term 2 Topic 5</p>
<p>Caring friendships</p>	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<p>U2 Summer Term 1 Topic 2</p>

	<ul style="list-style-type: none"> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	
Page 8	<p>Respectful relationships</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>F1 Autumn Term 2 Topic 3 F1 Autumn Term 2 Topic 4 U2 Autumn Term 2 Topic 3</p>
	<p>Online relationships</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<p>U2 Summer Term 1 Topic 5</p>
	<p>Being safe</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	



	<ul style="list-style-type: none">• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.	
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Subject content for Sex Education F1-L3 (Y3-6) [N.B. This is not statutory]

The content below is covered in Summer Term of U2 (Y5) in the “Changing Me” unit of the Jigsaw PSHE programme. The programme lasts 5 weeks and is taught in tutor groups by Mrs. Jowitt (Head of Junior School PSHE), Mrs. Ford and Mrs. Symonds. For one of the lessons, boys and girls are taught separately to allow gender-specific points to be addressed in a environment with minimum potential for embarrassment.

General topic	Learning outcome: Pupils should know...
Having a baby	<ul style="list-style-type: none"> that the mature male reproductive organs produce sperm and the female ones eggs that a baby begins to grow in the womb when a sperm fertilises an egg that fertilisation happens when a man and a woman are “happy to share a specially close and loving embrace which allows the sperm to be released from the penis into the vagina”
Puberty and physical attraction	<ul style="list-style-type: none"> in detail the changes, both physical and emotional, that happen at puberty [first covered in L2 but not in the context of sex education] strategies for coping successfully with these changes (both emotionally and practically) that changes at puberty are linked to being able to have a baby that it is natural, as they approach and go through puberty, to begin to “fancy” other people, but also that there is not and should not be any pressure in this respect that some people “fancy” people of the same sex

An important part of the programme is the opportunity for pupils freely to ask questions directly related to the subject content in a mature and sensible yet open environment. Aware that children with unanswered questions may turn to inappropriate sources of information, such questions will generally be answered fully by the teacher in front of the whole class. However, when a primary-age pupil asks a question pertaining to sex or sexuality which clearly goes beyond the syllabus: the child is not made to feel uncomfortable for having asked it; the child is invited to speak to the teacher at the end of the lesson; the teacher uses his/her professional judgement to decide the extent to which he/she will answer the question; the teacher may decide to contact the child’s parents to discuss the matter further. In line with our Safeguarding Policy, if a child exhibits behaviour and/or language that is clearly over-sexualised for his/her age, the Designated Safeguarding Lead is informed immediately.

Subject content for Relationships and Sex Education in U3-U6 (Y7-Y13)

RSE in U3/L4 (Y7/8) forms part of PSHE delivered by Form Tutors to mixed-gender and mixed-Form groups of ~12 pupils. Each tutor teaches one of 7 PSHE topics on a carousel basis. Each topic is taught across 4 30-min. lessons.

RSE in U4-U5 (Y9-11) forms part of PSHE. Relationships education is delivered by Form Tutors to mixed-gender and mixed-Form groups of ~12 pupils. Each tutor teaches one of 6 PSHE topics on a carousel basis. Each topic is taught across 4 30-minute lessons.

Sex Education is delivered by 5 specially-trained senior teachers to the same PSHE groups in 1-hour lessons as follows: 2 lessons in U4 (Y9) and 2 in L5 (Y10). One of the lessons in each year is delivered to boys and girls separately in order to minimise potential for embarrassment. In L5 there is a significant element of reiterating what has been taught in U4. This is mindful of the fact that pupils become interested in sex and relationships at different stages in adolescence and will therefore will be maximally receptive to sex education at different times in their schooling.

New RSE material is not taught in the Sixth Form. However, opportunities are created within the Assembly and visiting speaker programme to revise and reiterate content taught lower down the Senior School.

General topic	Learning outcome: Pupils should know...	When covered in PSHE
Families	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 	



	<ul style="list-style-type: none"> how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	
<p>Respectful relationships, including friendships</p> <p>Page 12</p>	<ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. practical steps they can take in a range of different contexts to improve or support respectful relationships. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what constitutes sexual harassment and sexual violence and why these are always unacceptable. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 	<p>U3 Topic 1- Friendships and Resolving Conflict</p> <p>U3 Topic 6- Personal Safety</p> <p>U3 Topic 7- Diversity and Respect</p> <p>L4 Topic 1- Friendships and Relationships</p> <p>U4 Topic 2- Lesson 1- Types of Relationships</p> <p>U5 Topic 2- Lesson 1- Positive Relationships</p> <p>U5 talk delivered by the RAP Project</p> <p>www.theraproject.co.uk</p> <p>Talk to pupils in L5-U6 on misogyny by visiting speaker Laura Bates</p>
Online and media	<ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 	L4 Topic 4 Right and Responsibilities

<p>Page 13</p>	<ul style="list-style-type: none"> • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. 	<p>U5 talk delivered by the RAP Project www.theraproject.co.uk</p>
<p>Being safe</p>	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). 	<p>U4/L5 Sex Education programme (concept of consent) L5 Topic 2- Lesson 3- Consensual sex L5 Topic 2- Lesson 4- Unhealthy Relationships</p>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. [N.B. same-sex relationships referred to] • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 	<p>U4/L5 Sex Education programme U4 Topic 2- Lesson 1- Types of Relationships L5 Topic 2- Lesson 1- Personal Relationships L5 Topic 2- Lesson 2- Sexual Relationships</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 14</p>	<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. [N.B. same-sex relationships referred to] • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	<p>U5 Topic 2- Lesson 1- Positive Relationships U5 Topic 2- Lesson 4- STIs</p>
<p>Gender identity</p>	<ul style="list-style-type: none"> • the distinction between gender and sex • what it means means to be intersex, transgender and non-binary • some of the challenges facing transgender people (e.g. gender dysphoria, use of gender-segregated facilities) • the options of hormone treatment and surgery 	<p>U5 Topic 2- Lesson 2- Gender</p>

How RSE is monitored and evaluated

As is the case for all subjects, RSE is monitored and evaluated through a combination of Classroom Visits, Blinks and Learning Walks, details of which can be found in our *Learning and Teaching Policy*. This monitoring is undertaken by the PSHE Co-ordinators, Deputy Head and other members of SLT. The Deputy Head meets with the PSHE Co-ordinators termly to evaluate the evidence gathered and to identify areas for further improvement.

Working with parents

The School consults parents regarding this Policy (see Policy Statement above) as well as taking into consideration the religious backgrounds of pupils.

The School appreciates that sex education is a contentious issue for some in society and that some parents may be concerned about what their child may or may not be taught. The School aims to be transparent about what it does and does not teach to pupils at various ages, together with the reasons why. To this end, parents of U2 (Y5) pupils are invited in to the School for a presentation on the U2 PSHE unit that covers puberty and having a baby. This also affords the opportunity to offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationships education, which is compulsory for all children in all schools). In practice, very few, if any, parents at Freemen's exercise this right. Parents who wish to withdraw their child are asked to put their request in writing to the Headmaster. He will then typically invite the parents (and, if appropriate, the child) to meet with him in case he is able to assuage their concerns. However, the School ultimately respects the right of parents, other than in



exceptional circumstances¹, to determine whether or not their child participates in sex education. If a pupil is withdrawn, the School upholds its responsibility to provide him/her with appropriate, purposeful education during the period of withdrawal.

The statutory guidance states that the right to withdraw elapses three terms before the child turns 16. Accordingly, if, at that point, the child freely elects to receive sex education, the School makes arrangements for the child to receive sex education before he/she turns 16.

¹ which may or may not include the pupil having a special educational need or disability