CAISTOR YARBOROUGH ACADEMY

RSE Policy

Written by	Approved by	Status	Last Review	Next Review
MMID	Trustees	Ratified	Sep 26	Sep 27

1 Aims

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

At Caistor Yarborough Academy, the coverage of RSE ties into the Schools values of developing students who are Respectful, Resilient, Resourceful and Responsible. As such, it is vital that our RSE Curriculum allows students to cover topics and issues designed to make them more effective decision makers, more tolerant individuals and more respectful of others faith, culture, sexuality or gender.

Teaching is positive, factual and age and stage appropriate. It helps pupils recognise healthy norms, seek help and avoid harm without suggesting that harmful behaviour is typical or inevitable.

2 Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

As a secondary academy, CYA provides relationships and sex education (RSE) and health education. We have regard to the Department for Education's Relationships Education, Relationships and Sex Education and Health Education statutory guidance, which came into effect on 1 September 2026, and comply with applicable requirements of the Equality Act 2010 and safeguarding law and guidance.

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

At Caistor Yarborough Academy we teach RSE as set out in this policy.

3 Policy development

The academy reviews this policy with staff, pupils and parents and carers. We will publish the draft or explain proposed changes, invite views in an accessible format, consider them and record how they informed the final policy. Trustees approve the policy following consultation. The approved policy and curriculum overview will be published on the academy website and a copy supplied free of charge on request.

If the academy changes planned content to respond to an emerging local need, it will consider age and stage, inform parents of a material change, and make the relevant resources available for viewing.

4 Openness with parents and carers

The academy will proactively tell parents what is taught and when, including advance information about lessons containing sex education, so that conversations can continue at home and families can exercise the right to request withdrawal where it applies. We will show parents representative resources and make all RSHE curriculum materials, including slides, worksheets and external provider material, available to view on request.

Requests should be directed to the Deputy Headteacher responsible for Personal Development through the school office. We aim to respond within five school days and arrange secure viewing or a suitable alternative. Access to third-party resources will respect copyright, but we will not accept contractual terms that prevent parents from viewing content used to teach pupils. We may ask recipients not to reproduce or share copyrighted resources beyond what the law permits.

Parents may ask questions about the curriculum, resources and how pupils are supported. Consultation provides a voice in policy development; it does not give an individual veto over statutory curriculum content.

A copy of the right to withdraw request form (Appendix 3) is published on the school website alongside this policy.

5 Definition

RSE provides an understanding that positive, caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships education covers families, friendships and respectful relationships; online relationships and safety; boundaries, consent, coercion, abuse and how to seek help. Some sensitive safety topics, including sexual harassment, belong within this teaching and are not automatically withdrawable simply because they concern sexual harm. Health education includes physical and mental health, puberty, hygiene, substances, online wellbeing, prevention and first aid. Sex education within secondary RSE includes intimate and sexual relationships, sexual consent, contraception, pregnancy, sexually transmitted infections and

accessing sexual health support. Science curriculum content is separately required and is not subject to withdrawal.

We will identify the sex education elements clearly in curriculum information and lesson plans, particularly where a lesson contains both relationships and sex education. RSE is not intended to promote sexual activity.

Relationships and Sex Education	Health Education
Families Respectful relationships, including friendships Online media Being safe Intimate and sexual relationships, including sexual health	Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body

6 Curriculum

RSE is taught through planned PSHE lessons and reinforced through relevant science, religious education, computing, tutor activities, assemblies and carefully selected workshops. The year-by-year map in Appendix 1 states the intended sequence. The teaching team will check annually that detailed lesson plans cover the full statutory content, identify the lessons that contain sex education and avoid gaps caused by delivery across subjects.

The academy builds on learning from primary school and revisits concepts as pupils mature. The curriculum considers the range of family structures, including single-parent, same-sex-parent, adoptive, foster and kinship families, without stigmatising any pupil. Teaching about marriage, other committed relationships and legal rights is factual and respectful.

Content is sequenced according to pupils' age, maturity, prior knowledge, needs and safeguarding context. The statutory guidance effective September 2026 does not set fixed year-group thresholds for sexual harassment, direct reference to suicide or explicit sexual activity. Planned direct teaching about self-harm or suicide requires careful timing, consultation with mental health professionals and suitably trained staff; methods or graphic examples must not be taught.

Pupils learn about equality and protected characteristics, including sexual orientation and gender reassignment, with respect for every pupil. Stable and healthy same-sex relationships are included within the programme. Teaching on biological sex and gender reassignment will distinguish established facts and law from contested views, avoid stereotypes, and treat pupils questioning their gender with dignity. Individual support is managed through pastoral and safeguarding processes, with family engagement considered in the pupil's circumstances.

For more information about our curriculum, see our curriculum map in Appendix 1.

7 Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Staff establish ground rules, teach accurate vocabulary, avoid asking pupils to disclose personal experiences, and use discussion and anonymous questions where appropriate. Questions are answered truthfully, sensitively and in line with the pupil's age and the planned curriculum. If a question is beyond the lesson or relates to sex education from which a pupil has been withdrawn, staff may respond with a suitable factual explanation, arrange an individual response or refer it to a senior colleague, while addressing any safeguarding concern immediately.

No member of staff or visitor promises confidentiality. A concern or disclosure is passed promptly to the designated safeguarding lead through the academy's safeguarding procedure; staff do not investigate it during a lesson. Pupils will be told whom they can approach for help in and outside school.

Where external specialists contribute, the academy retains responsibility for teaching. The PSHE lead checks credentials, lesson plans and resources in advance for accuracy, impartiality, safeguarding, accessibility and suitability. A school staff member is present, visitors follow safeguarding arrangements and material is available to parents. Schools will not use resources that promote a product, make unsupported claims or offer a strong partisan view on a contested issue.

Teaching about sexual harassment and abuse will make clear that responsibility rests with the person causing harm, that anyone may ask for support and that stereotyped assumptions about boys or girls are inappropriate. Online learning includes privacy, algorithms, misinformation, pornography, AI-generated sexual imagery, sharing intimate images, grooming, sextortion and routes to report harm, at an appropriate stage.

Inclusion and SEND access

RSHE is for all pupils. Teaching is adapted for pupils with SEND, EAL and other access needs through vocabulary preparation, visual supports, structured tasks, appropriately paced explanations and different ways to participate or record learning. The SENCO and relevant staff help plan reasonable adjustments. Pupils with SEND may need explicit teaching about boundaries, consent, abuse, reporting and help-seeking without reducing access to the full curriculum.

The academy respects religious and cultural backgrounds while providing accurate statutory content and observing equality duties. Pupils will not be singled out as representatives of a group or expected to reveal personal beliefs or experiences.

Where appropriate, parents and carers of pupils with SEND are consulted where adaptations are required to ensure the curriculum meets individual needs.

Approved and appropriately planned stand-alone sessions and external workshops may supplement the curriculum. The academy retains responsibility for the content, supervision and safeguarding of these sessions.

8 Roles and responsibilities

Role	Responsibility
Trustees and delegated governing body	Approve the policy after consultation and hold leaders to account for statutory coverage, safeguarding, equality and evaluation.
Headteacher	Ensure consistent teaching, trained staff and suitable resources; consider requests to withdraw from sex education and record decisions.
Deputy Headteacher for Personal Development	Coordinate curriculum sequence, parent information, external providers, staff support and quality assurance.
PSHE and subject staff	Deliver planned content sensitively, assess understanding, adapt for pupils and follow safeguarding procedures.
SENCO and safeguarding lead	Support access, review sensitive resources and support appropriate responses to concerns or disclosures.
Pupils	Participate respectfully, listen to others and know how to ask for help.

Teaching staff do not have a general right to opt out of RSE. Staff who need training or support should raise this with their line manager or Headteacher. The academy will provide suitable development and allocate specialist teaching appropriately.

Mr B Curtis –Deputy Headteacher responsible for Whole School Personal Development – oversees RSE curriculum coverage and ensures Schemes of Work are up-to-date and relevant.

The RSE Curriculum is then taught by a team staff across Y7-Y11. These staff have previous experience of teaching the RSE Curriculum.

Pupils receive one timetabled PSHE lesson per week, within which planned RSE and health education are taught alongside the wider PSHE curriculum.

Form Tutors also deliver aspects of the RSE curriculum to all year groups through Form Time activities and also as part of the Academy's Discovery Days

Progress Managers deliver aspects of the RSE curriculum through Assemblies.

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

9 Parents right to request withdrawal

Parents may request that their child be withdrawn from some or all of the sex education delivered as part of RSE. There is no right to withdraw from relationships education, health education or science curriculum content. The academy's advance curriculum notice and Appendix 1 identify the sex education content to which a request may relate.

Requests should be made in writing to the Headteacher, using the form in Appendix 3 or an equivalent letter or email. The Headteacher or delegated deputy will discuss the request with the parent and, when appropriate, the pupil, explain the content and benefits of participation, consider individual circumstances and record the discussion. In secondary schools a request can be refused in exceptional circumstances, for example safeguarding concerns or a pupil's specific vulnerability. Otherwise the request will normally be granted.

From three terms before the pupil turns 16, the pupil may choose to receive sex education despite a parent's earlier withdrawal request. The academy will make pupils aware of this choice and arrange the teaching if they opt in. During any withdrawal the pupil will receive appropriate, purposeful education, rather than being left without planned work. The academy will arrange attendance at the non-withdrawable part of a mixed lesson where practicable and record the specific content from which the pupil is withdrawn.

A copy of the request, discussion and decision will be retained in the pupil's educational record in accordance with academy data protection arrangements.

10 Training

Staff teaching RSHE receive appropriate subject, pedagogy and safeguarding training, including support for handling disclosures. Direct suicide prevention teaching and teaching about eating disorders require particular expertise and careful resource review. External specialists may support staff development.

Staff have access to a range of online training modules which is included in our continuing professional development calendar.

11 Monitoring arrangements

The Deputy Headteacher responsible for Personal Development reviews planned coverage, lesson resources and the distinction between withdrawable and non-withdrawable content. Evaluation draws on pupil work and voice, staff and parent feedback, safeguarding and behaviour patterns, and sampling of teaching. Findings inform curriculum adjustments and are reported to Trustees annually. The policy will be reviewed annually and sooner if guidance or local needs require it.

Learning Walks and Book Scrutinies are conducted on a half termly basis as per the Academy Quality Assurance Calendar.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Students will complete a range of assessment pieces through the academic year to monitor their understanding of the themes and issues studied

Linked policies and guidance

This policy should be read alongside safeguarding and child protection, SEND, equality, anti-bullying, behaviour, complaints, data protection and online safety policies, and the current Keeping children safe in education guidance.

Department for Education Relationships Education Relationships and Sex Education and Health Education statutory guidance effective 1 September 2026 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Appendix 1 Curriculum maps and withdrawal guide

The existing year-group themes have been retained and organised below. “R/H” means relationships or health education with no parental withdrawal right; “S” means sex education within RSE, from which withdrawal may be requested. The detailed lesson plan and advance parent notice will identify the exact lesson and mixed-lesson boundary.

Year 7

Term	Planned content
Autumn term	“Friendship, Respect & Wellbeing” Forming Positive Relationships (1): Qualities of friendship Forming Positive Relationships (2): Empathy & conflict resolution Respecting Boundaries: Personal space and consent language Positivity & Wellbeing Habits Diversity: Respecting difference Prejudice & Discrimination Stereotyping & Media Literacy
Spring term	“Strong Bodies, Strong Communities Healthy Lifestyles (1): Food, hydration & energy Healthy Lifestyles (2): Activity, sleep & screen balance Personal Hygiene (including puberty basics) Democracy in Action Fundamental British Values Families & Family Structure”
Summer term	“Growing Up & Taking Responsibility” Marriage & Civil Partnership (age-appropriate) Managing Emotional Change (1): Puberty feelings Managing Emotional Change (2): Stress & coping plans Identity & Self-esteem Rights & Responsibilities (1): At school and online Rights & Responsibilities (2): In the community

7 Autumn — R/H

7 Spring — R/H; puberty also in health/science

7 Summer — R/H

Year 8

Term	Planned content
Autumn term	“Think Before You Act” What do we mean by Risk Managing Risky Situations Issues around Smoking Issues around Alcohol Issues around Drug Use Issues around Gambling Allergies and Anaphylaxis
Spring term	“Challenging Prejudice, Building Respect” Relationships & Consent (Part 1) Relationships & Consent (Part 2): Coercive Control & Misogyny Factors influencing our understanding of Relationships Sexuality & Homophobia The Role of the Equality Act - Respect & Tolerance Racism: Understanding & Challenging
Summer term	“Healthy Minds, Healthy Bodies” Mental Health Awareness - The Importance of Self Esteem (Part 1) Mental Health Awareness: Causes of Mental Health Issues (Part 2) Mental Health Awareness (Part 2): Support Strategies Body Image & Media Influence –Self Esteem Body Image & Media Influence - Eating Disorders

8 Autumn — R/H

8 Spring — R/H; lesson plans must distinguish any added sex education

8 Summer — R/H

Year 9

Term	Planned content
Autumn term	“Staying Safe On and Offline” County Lines & Exploitation Gang Culture Knife Crime: Causes Knife Crime: Impacts Illegal Behaviours Online Risks of Excessive Online Time Fake News & Media Literacy
Spring term	“Personal Wellbeing and Safe Relationships” Healthy Lifestyles: Exercise Healthy Lifestyles: Sleep Healthy Lifestyles: Recap on Diet Vaccination & Immunisation Consent in Intimate Relationships Sexual Relationships
Summer term	“Protecting Yourself and Preparing for Life” Role of Social Media in Relationships Sexting & Online Grooming Risks Contraception Sexually Transmitted Infections (STIs) Budgeting, Saving & Spending Basic First Aid & Life-Saving Skills

9 Autumn — R/H

9 Spring — R/H and S: sexual relationships and sexual consent

9 Summer — R/H and S: contraception and STIs; classify mixed lessons precisely

Year 10

Term	Planned content
Half term 1	Re-capping Key Themes Healthy Lifestyles – Diet & Exercise Self Esteem Social Media & Wellbeing British Values Life Online – Re-capping Internet Safety
Half term 2	RE Focus Christianity & Hinduism
Half term 3	Sex & Relationships Rights & Values in Relationships Unhealthy & Abusive Relationships Managing Unwanted Attention Communication & Readiness Re-capping Contraception Managing Relationships after Break ups
Half term 4	RE Focus Relationships, Families & Rights – Religious vs. Non-Religious views
Half term 5	RE Focus Wider RE Themes Religion, Life & Death
Half term 6	Life Skills Issues around Gambling Budgeting & Finance Money Stress & Pressures Credit & Debt Careers – What do I want to do? Employment & Employment Trends Careers Research Online profiles & Future Employment

10 Half terms 1–3 — R/H and S: contraception and any detailed sexual activity

10 Half terms 4–6 — R/H or other curriculum; confirm planned RSE lessons

Year 11

Term	Planned content
Half term 1	Re-capping Key Themes Building Resilience The Manosphere & Misogyny Algorithms & Extremism Equality Act & Gender Health & Wellbeing Digital Footprints
Half term 2	Post 16 Application Support Post 16 Options Post 16 & Careers Online Research Post 16 Application support & guidance (including support from College providers
Half term 3	RE Focus Religion, Life & Death Religion, Peace & Conflict
Half term 4	RE Focus Religion, Science & the Environment Religion, Identity & Diversity
Half term 5	RE-Capping Key Themes Re-capping County Lines Re-capping Drugs & The Law Stress & Coping Strategies Self Harm & Suicide Prevention
Half term 6	

11 Across year — R/H; identify any sex education recap in lesson plans

The Year 10 external workshop described in the previous policy may supplement this map if commissioned and approved; the school teacher retains responsibility. Any changes to the timing or content of sex education will be communicated to parents in advance.

Appendix 2 Curriculum coverage and audit

The detailed coverage below is retained from the existing policy. The additional audit checklist identifies areas for checking against the statutory guidance effective September 2026. The subject lead must use the full current statutory guidance when reviewing lesson plans; this appendix is not a substitute for that guidance.

Families

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

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

Respectful relationships, including friendships

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

Online and media

Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

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

Being safe

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)

Intimate and sexual relationships, including sexual health

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

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

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

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

Mental wellbeing

How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

That happiness is linked to being connected to others.

How to recognise the early signs of mental wellbeing concerns.

Common types of mental ill health (e.g. anxiety and depression).

How to critically evaluate when something they do or are involved in has a positive or negative effect on their own

or others' mental health.

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Physical health and fitness

The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.

About the science relating to blood, organ and stem cell donation.

Healthy eating

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

The law relating to the supply and possession of illegal substances.

The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

The physical and psychological consequences of addiction, including alcohol dependency.

An awareness of the dangers of drugs which are prescribed but still present serious health risks.

The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

The facts about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

The facts about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

(late secondary) the benefits of regular self-examination and screening.

The facts and science relating to immunisation and vaccination.

The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Basic treatment for common injuries.

Life-saving skills, including how to administer CPR.

The purpose of defibrillators and when one might be needed.

Changing adolescent body

Key facts about puberty, the changing adolescent body and menstrual wellbeing.

The main changes which take place in males and females, and the implications for emotional and physical health.

Additional statutory coverage audit

Strand	Coverage to identify in lessons
Families and relationships	Family structures, marriage and committed relationships, parenting, friendship, kindness, boundaries, equality, stereotypes, power, conflict and ending relationships.
Online safety and awareness	Privacy and data, fake accounts and AI-generated content, harmful material and pornography, intimate images and deepfakes, grooming, sextortion, reporting and support.
Being safe	Coercion, domestic abuse, sexual harassment and violence, exploitation, forced marriage, FGM, harmful sexual behaviour, law and help-seeking.
Sexual health	Healthy intimate relationships, age of consent, sexual consent, choice to delay sex, contraception, pregnancy choices, STIs, testing and sexual health services.
Mental and online wellbeing	Emotional vocabulary, normal fluctuations in mood, coping, relationships and loneliness, common mental ill health, online effects, appropriate self-harm and suicide prevention.

Strand	Coverage to identify in lessons
Physical health and prevention	Fitness, healthy eating, sleep, hygiene, oral health, vaccination, screening, first aid, CPR and defibrillators.
Risk and substances	Alcohol, drugs, tobacco, vaping, gambling, addiction, exploitation and local risks, taught without fear-based exaggeration.

Appendix 3 Parent request to withdraw from sex education

Parents may use this form or make an equivalent written request. The academy will discuss the request before deciding which specific sex education lessons it affects.

Information	Response
Pupil name	
Year and form	
Parent or carer name	
Preferred contact details	
Sex education lesson or content concerned	
Reason for request or questions for the academy	
Further information the academy should consider	
Parent signature and date	

Record of discussion and decision

School record	Details
Date of discussion and people present	
Pupil views, where appropriate	
Content covered by request	
Safeguarding or individual considerations	
Decision and reasons	
Purposeful alternative work and supervision	
Date parent informed and review arrangements	
Headteacher or delegated deputy signature	

A copy of the request and decision will be retained in the pupil's educational record in accordance with academy data protection arrangements. The pupil's own right to opt into sex education from three terms before turning 16 remains in place.