Mulberry Academy Shoreditch

Relationships and Sex Education Policy

(This policy includes reference to the PSHE, SMSC and FBV curriculum)

Recommending Body:	MAS GB
Approval Body:	MAS GB
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Status:	Approved
Policy Version:	5

Version	Reviewed	Changes since last version
1		Existing
2	March 2023	No updates, part of annual review
3	March 2025	No updates, part of annual review
4	March 2026	Changes have been made to the Health and Wellbeing Curriculum content section (P13-16)
5	November 2026	New policy which replaces the previous SMSC, PSHE and FBV policy and incorporates all these elements together. New appendices added to the policy

Introduction

Mulberry Academy Shoreditch is committed to providing a coherent, inclusive and ambitious programme of Relationships, Sex and Health Education (RSHE), Personal, Social, Health and Economic Education (PSHE), Spiritual, Moral, Social and Cultural development (SMSC), and Fundamental British Values (FBV).

These areas of provision are related but distinct. Together, they support students to develop the knowledge, understanding, skills, attitudes and behaviours needed to become ambitious, inclusive and active members of their community, in line with the Mulberry Academy Shoreditch (Inclusion, Community and Ambition) Way.

The programme supports students to:

- develop healthy and respectful relationships;
- understand and manage their physical and emotional health;
- recognise and respond to risk;
- understand consent, boundaries, privacy and personal safety;
- recognise harmful, abusive, discriminatory and exploitative behaviour;
- know how and where to seek help and support;
- develop resilience, confidence, self-awareness and emotional literacy;
- make informed and responsible decisions;
- prepare for further education, employment and adult life;
- understand democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs;
- contribute positively to school and wider society;
- challenge prejudice, discrimination, stereotypes and harmful behaviour.

The school recognises that this learning takes place across the curriculum and wider school experience. RSHE is therefore not confined to dedicated PSHE lessons. Statutory RSHE and Health Education are taught through the planned PSHE curriculum and, where appropriate, through relevant subject lessons, including Science and other curriculum areas. Wider Personal Development is developed through tutor time, assemblies, careers education, enrichment, student leadership opportunities, Personal Development days and the wider curriculum.

The school is committed to ensuring that this provision is:

- age-appropriate and developmentally appropriate;
- accurate, evidence-informed and consistent with statutory requirements;
- inclusive and accessible to all students;
- responsive to the needs of the school community;
- sensitive to safeguarding and individual circumstances;
- respectful of different families, cultures, faiths, beliefs and identities;
- supportive of students' physical and mental health;
- appropriately sequenced across Years 7–11;
- regularly monitored and evaluated for quality and impact.

PSHE is a responsive subject. Although the curriculum is planned and sequenced, content and delivery may be adapted where appropriate in response to safeguarding concerns, student voice, emerging issues, local or national events, changes in statutory guidance and the identified needs of students.

This approach ensures that students receive a consistent and coherent programme while allowing the school to respond appropriately to the changing needs of its community.

1. Aims

The school's RSHE and PSHE provision aims to ensure that school:

1. Provides a framework in which sensitive discussions can take place
2. Prepares students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
3. Helps students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
4. Creates a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
5. Teaches students the correct vocabulary to describe themselves and their bodies
6. Teaches the knowledge and skills necessary to make skilled and informed decisions
7. Teaches students to understand how to stay healthy and active
8. Positively contributes to school life and life in the wider community
9. Develops an understanding of democracy and how to voice their views
10. Develops an understanding of the opportunities and responsibilities associated with education, employment and adult life

2. Statutory requirements

As a secondary academy, we must provide RSHE to all students under section 34 of the Children and Social Work Act 2017. The school's provision is further developed with regard to guidance relating to safeguarding, equality and citizenship.

We also have regard to legal duties set out in:

- The Equality Act 2010 and Public Sector Equality Duty
  https://www.legislation.gov.uk/ukpga/2010/15/contents
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- Relationships and Sex Education and Health Education legislation and statutory guidance.

3. Policy development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – the Assistant Principal responsible for the curriculum collated all relevant information including relevant national and local guidance.

2. Staff consultation – staff across the school were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Student consultation – we investigated what students want from their RSHE and PSHE learning.
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification.

4. Definition

Relationships, sex and health education will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on students having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching students how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support students to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content.

5. Curriculum, content and delivery

Our RSHE and PSHE curriculum is set out as per Appendices 1, 2 and 3, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, students and staff, and considering the age, developmental stage, needs and feelings of our students. Teaching will be developed to ensure the curriculum is accessible for students with SEND.

If students ask questions outside the scope of the curriculum, teachers will respond in an appropriate manner.

We will share any curriculum resources and materials with parents and carers on request.

For other aspects of PSHE, including health education, please visit the school website https://www.mulberryacademyshoreditch.org/curriculum/#toggle-id-3

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and in single sex personal development days. Other aspects can feature in religious education lessons (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work

- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations
- “Over blocking” by the trust’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Health education will build on the primary health and wellbeing curriculum content.

RSHE complements several other curriculum subjects. Where appropriate, we look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Effective teaching will be participative and interactive and will give students opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow students to raise issues anonymously.

Teachers will make sure that students understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all students are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment.
- Students will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity

The school will avoid:

- Any language or activities that repeat or enforce gender stereotypes
- Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Throughout each year group we will use appropriate materials to assist learning, such as: diagrams, videos, books, games, discussions and practical activities.

Teachers will make sure that all students' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the students.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the students including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued.

It is important for secondary students to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help students identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes, and including AI-generated sexual imagery and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion (for more information, please see XXXX)
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility
- For more information about our RSHE curriculum, see Appendices (1, 2 and 3).

We may amend our curriculum content to respond to the needs and context of our students, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6. Assessment

Assessment in RSHE and PSHE focuses on students' knowledge, understanding and ability to apply learning. Assessment may include: retrieval activities, questioning, quizzes, written reflection, scenario-based application, discussion, student voice, self-assessment, teacher assessment.

7. Use of External resources

Whilst we may work with external organisations to deliver parts of the curriculum, we remain responsible for the content and the way in which students are taught. In our school we will make sure that any organisation and materials used are accurate, age and stage-appropriate, unbiased and in line with our legal duties around political impartiality.

Mulberry Academy Shoreditch will in line with our Safeguarding Policy:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use: Are age-appropriate, in line with students' developmental stage, accessible for all students, including those with SEND, and sensitive to students' needs.

In addition, we ensure that they comply with:

- This policy
- Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

We will only work with external agencies where we have full confidence in the organisation, its approach and the resources it uses. We will make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum, reviewing any case study materials and look for feedback from other people the agency has worked with. We will ask to see in advance any materials and lesson plans that the organisation may use.

We will make sure the visitor understands and agrees in advance:

- How confidentiality will work in any lesson
- How safeguarding reports should be dealt with, in line with our school policy
- a full understanding of the school's procedures around using personal data and photos

When visitors are facilitating lessons, we will ensure that there is a teacher in the room and the teacher can say "no" or in extreme cases, stop a session.

Make available on request, any external materials used with parents/carers.

We won't, under any circumstances: Work with external agencies that take or promote extreme political positions, use materials produced by such agencies, even if the material itself is not extreme, work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers.

8. Roles and responsibilities:

Governing Body / Trust - Provides appropriate oversight and ensures that statutory requirements are met.

Headteacher - Has overall responsibility for implementation of the policy.

RSHE and PSHE Lead - Responsible for: curriculum planning curriculum development, statutory mapping, staff guidance, monitoring, evaluation, external provider coordination and policy review.

Designated Safeguarding Lead -Provides safeguarding oversight and advice regarding sensitive curriculum content and disclosures.

Subject Leaders - Support the identification and mapping of RSHE, PSHE, SMSC and FBV opportunities within their subjects.

All Staff - Are responsible for contributing to a safe, respectful and inclusive environment and following safeguarding procedures.

Students -Students are expected to participate respectfully, engage with learning and contribute positively to the school community.

Parents and Carers - Parents and carers are encouraged to support students' learning and communicate with the school where they have questions or concerns.

9. Parents/Carers

Parents/carers have the right to request to withdraw their child from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this. The school will make sure that students know they have this option.

Parents/carers do not have the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher of the school.

A copy of any withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the headteacher can refuse a request to withdraw the student from sex education.

The headteacher will report this to the CEO or trust central team and any trust-wide processes for dealing with withdrawal requests.

Alternative work will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE and PSHE, as part of our continuing professional development calendar.

RSHE/PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE and PSHE at Mulberry Academy Shoreditch is monitored by Richena James, Assistant Principal, and Tamsin Miller, Deputy Principal, through a range of quality assurance processes, including:

- Curriculum planning and scrutiny to ensure appropriate sequencing, progression and statutory coverage.
- Learning walks and lesson observations to evaluate the quality and consistency of teaching.

- Student voice surveys and focus groups to evaluate students' understanding, experiences and emerging needs.
- Work scrutiny and assessment reviews to monitor the quality of learning and students' progress.
- Staff feedback and professional development to identify training needs and strengthen delivery.
- Regular review of curriculum content in response to safeguarding priorities, student needs, emerging issues and changes to statutory guidance.
- Monitoring of RSHE and PSHE delivery across subject lessons, tutor time and Personal Development and Futures Days and mornings.

Students' development in RSHE and PSHE is monitored by class teachers through the school's internal assessment systems, including questioning, retrieval activities, written work and opportunities for reflection.

This policy will be reviewed annually by Richena James and Tamsin Miller or sooner where changes to statutory guidance, safeguarding priorities or the needs of the school community require it.

At every review, the policy will be submitted for approval through the school's agreed governance arrangements.

Appendix 1

LBTH Secondary RSHE and Health Education recommended resources, for the new RSE Curriculum:

- KS3 and KS4 Medway & PSHE Association Resources:
- KS3: NSPCC and PSHE Association – Making sense of relationships
- KS3 and KS4: PSHE Association Emotional Health and Mental Wellbeing
- KS4 DiRSEspect Nobody Campaign Resources: Healthy Relationships Lessons

Further information can be found on the following link: Statutory RSHE

DfE information regarding RSHE can be found on the following link: Relationships and sex education (RSE) and health education - GOV.UK

Appendix –2 -Yr7-8 PSHE / RSHE Curriculum Map

The year 7/8 curriculum is designed as a progressive programme covering relationships, health, wellbeing, safety, citizenship, careers, financial education and personal development.

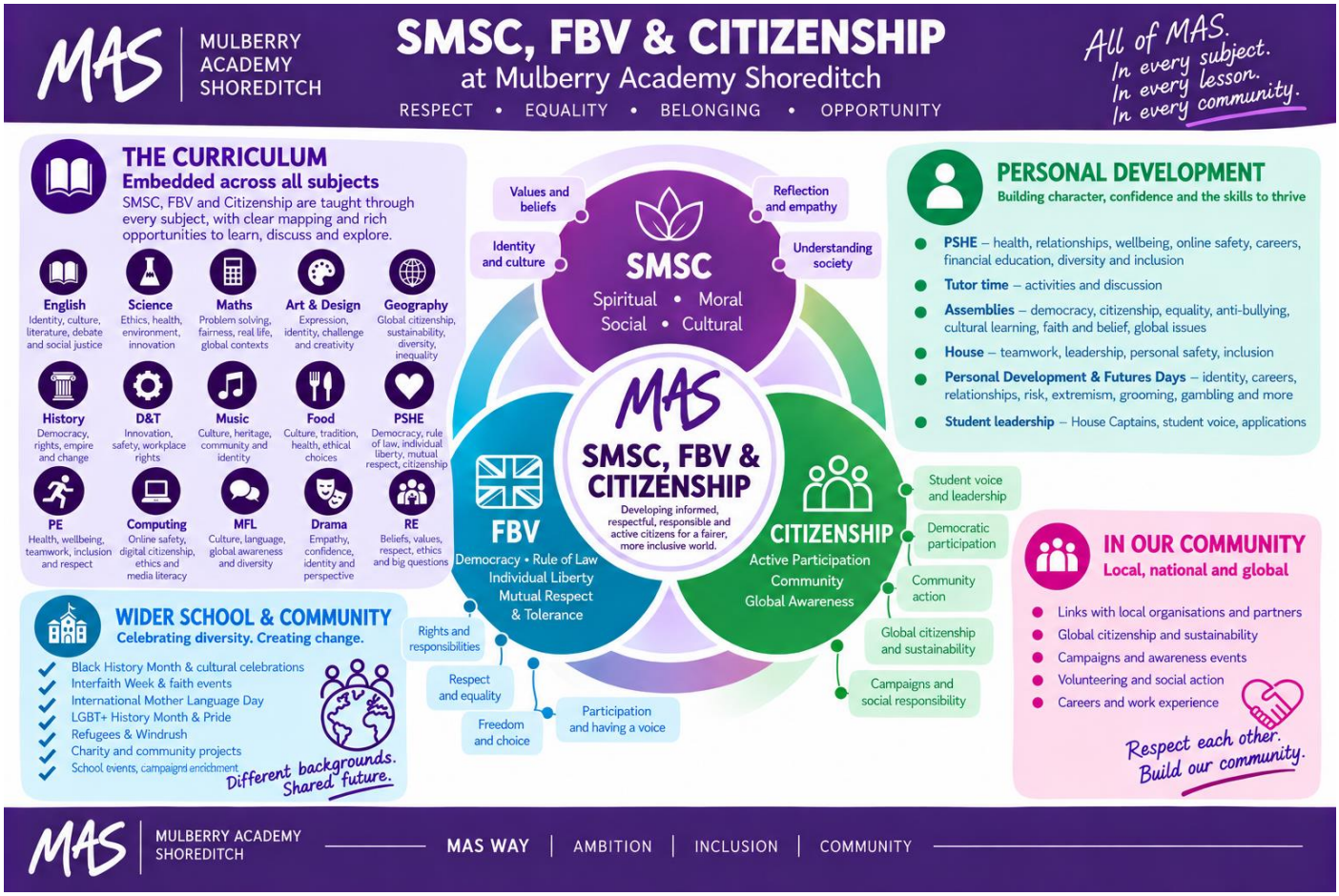
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7	**Transition, Wellbeing and Online Safety**	**Relationships, Consent and Communication**	**Positive Relationships and Diversity**	**Inclusion, Respect and Careers Awareness**	**Healthy Lifestyles and Future Aspirations**	**Financial Decision-Making and Growing Up**
	Transition to secondary school, personal safety, emotional wellbeing, resilience, social media, cyberbullying and digital citizenship	Healthy friendships, positive relationships, communication skills, consent, boundaries and online interactions	Family, friendships, healthy relationships, celebrating differences, LGBTQ+ awareness and challenging stereotypes	Diversity, discrimination, inclusion, anti-bullying, teamwork, careers awareness and aspirations	Healthy eating, sleep, oral health, mental wellbeing, goal setting, career exploration and future opportunities	Budgeting, saving, borrowing, financial choices, gambling awareness, puberty, personal hygiene and staying safe
YEAR 8	**Identity, Relationships and Diversity**	**Equality of Opportunity and Aspirations**	**Healthy Relationships and Challenging Discrimination**	**Mental Health and Emotional Resilience**	**Substance Use, Health and Risk Management + Democracy in school**	**Online Safety, Media Literacy and Personal Safety**
	Identity, diversity, protected characteristics, online safety, cyberbullying,	Career pathways, aspirations, stereotypes, equality of opportunity, goal	Healthy relationships, peer influence, discrimination, stereotypes,	Emotional wellbeing, resilience, body image, coping strategies, mental health	Drugs, alcohol, tobacco, peer pressure, risk management, healthy choices and personal	Online risks, misinformation, media literacy, grooming, radicalisation, financial

Appendix 3 –Years 9–11 Personal Development, Tutor and Drop Day Programme

The Years 9–11 programme combines dedicated Personal Development themes with tutor-time learning, Drop Days, careers education, wellbeing, safeguarding and RSHE.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 9	**Relationships, Peer Influence and Online Safety**	**Careers, Aspirations and Goal Setting**	**Families, Parenting and Respectful Relationships**	**Healthy Lifestyles and Physical Wellbeing**	**Employability Skills and Digital Reputation**	**Financial Literacy, Consent and Healthy Intimate Relationships**
	Healthy and unhealthy friendships, social media, cyberbullying, digital footprint, grooming and online safety	Career pathways, strengths, aspirations, lifelong learning and decision making	Families, parenting, marriage, conflict resolution, relationship change and loss	Diet, exercise, sleep, health services, healthy choices and self-care	Employability, online presence, personal branding, workplace skills and digital citizenship	Budgeting, debt, consent, image sharing, exploitation, coercion and healthy sexual relationships
YEAR 10	**Online Safety, Media Literacy and Mental Health**	**Healthy Relationships, Consent and Equality**	**Community Cohesion, Diversity and Challenging Extremism**	**Financial Decision Making and Economic Wellbeing**	**Careers, Employability and Future Opportunities**	**Influence, Risk, Drugs, Gangs and Healthy Intimate Relationships**
	Fake news, misinformation, online relationships, sexting, digital footprints and emotional wellbeing	Relationship expectations, consent, coercion, abuse, equality, diversity and misogyny awareness	Community cohesion, radicalisation, extremism, LGBTQ+ inclusion and challenging stereotypes	Budgeting, gambling harms, financial risk, consumer rights and financial exploitation	Labour market information, workplace rights, employability skills and career planning	Drugs, gangs, peer influence, organised crime, contraception, pregnancy choices and pornography awareness
YEAR 11	**Communication, Relationships and Personal Safety**	**Future Pathways, Employability and Financial Awareness**	**Building Resilience, Wellbeing and Preparing for Adulthood**	**Responsible Health Choices, Family Life and Independence**	**Wellbeing, Exam Preparation and Stress Management**	**Transition to Post-16 Education, Employment and Adult Life**
	Assertive communication, intimacy, healthy relationships, domestic abuse, harassment, online safety and financial safety	Post-16 pathways, apprenticeships, applications, employability skills, digital reputation and contracts	Self-esteem, resilience, body image, stress management, volunteering and community engagement	Health services, healthy choices, parenting, adoption, abortion law, risk management and personal safety	Mental health, revision strategies, coping skills, wellbeing and support networks	Next steps, independent living, careers, financial capability and preparation for adulthood

Appendix 4


MAS
MULBERRY ACADEMY SHOREDITCH
SMSC, FBV & CITIZENSHIP
at Mulberry Academy Shoreditch
RESPECT • EQUALITY • BELONGING • OPPORTUNITY
All of MAS.
In every subject.
In every lesson.
In every community.
THE CURRICULUM
Embedded across all subjects
SMSC, FBV and Citizenship are taught through every subject, with clear mapping and rich opportunities to learn, discuss and explore.
English
Identity, culture, literature, debate and social justice
Science
Ethics, health, environment, innovation
Maths
Problem solving, fairness, real life, global contexts
Art & Design
Expression, identity, challenge and creativity
Geography
Global citizenship, sustainability, diversity, inequality
History
Democracy, rights, empire and change
D&T
Innovation, safety, workplace rights
Music
Culture, heritage, community and identity
Food
Culture, tradition, health, ethical choices
PSHE
Democracy, rule of law, individual liberty, mutual respect, citizenship
PE
Health, wellbeing, teamwork, inclusion and respect
Computing
Online safety, digital citizenship, ethics and media literacy
MFL
Culture, language, global awareness and diversity
Drama
Empathy, confidence, identity and perspective
RE
Beliefs, values, respect, ethics and big questions
WIDER SCHOOL & COMMUNITY
Celebrating diversity. Creating change.
Black History Month & cultural celebrations
Interfaith Week & faith events
International Mother Language Day
LGBT+ History Month & Pride
Refugees & Windrush
Charity and community projects
School events, campaigns enrichment
Different backgrounds. Shared future.
Values and beliefs
Identity and culture
SMSC
Spiritual • Moral
Social • Cultural
Reflection and empathy
Understanding society
MAS
SMSC, FBV & CITIZENSHIP
Developing informed, respectful, responsible and active citizens for a fairer, more inclusive world.
FBV
Democracy • Rule of Law
Individual Liberty
Mutual Respect & Tolerance
Rights and responsibilities
Respect and equality
Freedom and choice
Participation and having a voice
CITIZENSHIP
Active Participation
Community
Global Awareness
Student voice and leadership
Democratic participation
Community action
Global citizenship and sustainability
Campaigns and social responsibility
PERSONAL DEVELOPMENT
Building character, confidence and the skills to thrive
PSHE – health, relationships, wellbeing, online safety, careers, financial education, diversity and inclusion
Tutor time – activities and discussion
Assemblies – democracy, citizenship, equality, anti-bullying, cultural learning, faith and belief, global issues
House – teamwork, leadership, personal safety, inclusion
Personal Development & Futures Days – identity, careers, relationships, risk, extremism, grooming, gambling and more
Student leadership – House Captains, student voice, applications
IN OUR COMMUNITY
Local, national and global
Links with local organisations and partners
Global citizenship and sustainability
Campaigns and awareness events
Volunteering and social action
Careers and work experience
Respect each other. Build our community.
MAS
MULBERRY ACADEMY SHOREDITCH
MAS WAY | AMBITION | INCLUSION | COMMUNITY

Appendix 5

Parent/carer request for withdrawal from sex education within RSHE

This form is for requesting withdrawal from some or all sex education delivered as part of RSHE that is not part of the Science curriculum. There is no right to withdraw from statutory Relationships Education, Health Education or Science. Requests will be considered in accordance with statutory guidance and discussed with parents/carers before a decision is made.

Section A – To be completed by the parent/carer

Student's full name	_____
Year group / tutor group	_____
Parent/carer full name	_____
Date	_____
Parent/carer email / telephone	_____

Which sex education lesson(s) or topic(s) are you requesting withdrawal from?

_____

_____

Reason for requesting withdrawal (optional – this will help inform our discussion)

_____

_____

_____

Any additional information you would like MAS to consider

_____

_____

Parent/carer signature	_____
Date signed	_____

Section B – To be completed by Mulberry Academy Shoreditch

The school will arrange a discussion with the parent/carer to explain the curriculum, clarify the scope of any request and consider the student's circumstances and educational needs. A record of the decision and alternative arrangements will be retained securely.

Date of parent/carer discussion	_____
School representative(s)	_____
Student's views considered (where appropriate)	_____

Summary of discussion, including information shared and any safeguarding or individual considerations

_____

_____

_____

Decision and scope of any agreed withdrawal (identify specific sex education content)

_____

_____

Agreed arrangements for alternative education and supervision, if applicable

_____

_____

Decision communicated on	_____
Headteacher / authorised signatory	_____
Signature and date	_____

Important: In accordance with statutory guidance, from three terms before a student turns 16, the student may choose to receive sex education even if their parent/carer previously requested withdrawal.

Appendix 6

Links with other policies

- the Human Rights Act 1998
- safeguarding and child protection requirements
- Keeping Children Safe in Education
- Prevent Duty requirements
- statutory science and citizenship requirements
- guidance relating to political impartiality
- guidance relating to online safety and safeguarding
- requirements relating to students with special educational needs and disabilities
- relevant Mulberry Trust policies and procedures.

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Online Safety Policy
- Careers / Personal Development provision
- Attendance Policy
- Prevent arrangements
- Medical and First Aid procedures
- Complaints Policy.