WHITE HOUSE SCHOOL

Relationships and Sex Education (RSE) Policy
Prepared by: The Central Team
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1. INTRODUCTION

The White House School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values. Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

While this current policy document may be referred to elsewhere in The White House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at The White House School.

The policy documents of The White House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. 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
- Enable pupils to develop healthy, respectful and inclusive relationships.
- Support pupils to recognise healthy and unhealthy behaviours, both offline and online.
- Equip pupils with the knowledge and confidence to make informed, safe and responsible decisions.
- Promote respect for diversity while recognising the importance of protected characteristics under the Equality Act 2010.
- Enable pupils to develop healthy, respectful and inclusive relationships.
- Support pupils to recognise healthy and unhealthy behaviours, both offline and online.
- Equip pupils with the knowledge and confidence to make informed, safe and responsible decisions.
- Promote respect for diversity while recognising the importance of protected characteristics under the Equality Act 2010.

3. STATUTORY REQUIREMENTS

At The White House School, we teach RSE as set out in this policy.

Key Stage 1 and 2:
As a primary provision, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (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

Key Stage 3:
As a secondary proivison, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required to have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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

4. POLICY DEVELOPMENT

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

1. Review – a member of staff or working group pulled together all relevant information, including relevant national and local guidance
2. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

5. DEFINITION

At The White House School, we define Relationships and Sex Education as the following:

- Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- Relationships and Sex Education involves a combination of sharing information and exploring issues and values.
- Relationships and Sex Education is not about the promotion of sexual activity.

6. CURRICULUM

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

7. DELIVERY OF RSE

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

Relationships and Sex Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- (KS3 only) Intimate and sexual relationships, including sexual health

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 (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. Included in the content of the RSHE curriculum will be information about the minimum marriage and civil partnership age being 18 and that it is an offence to carry out any conduct causing a child to marry before their eighteenth birthday.

Dedicated PSHE lessons, along with Relationships and Sex Education lessons for KS3 pupils, take place weekly. The curriculum, as part of our wider SMSC provision, is embedded across all subjects. Each subject's learning journey document highlights SMSC links to show opportunities for spiritual, moral, social, and cultural development. PSHE principles are also reinforced through wider school experiences, including weekly Celebration Assemblies, whole-school events such as Anti-Bullying Week, and daily tutor time.

By following the Jigsaw curriculum, which is aligned with the PSHE Association's planning framework for pupils with SEND, we ensure that learning is accessible to pupils of all abilities. Differentiation in resources, outcomes, and support is implemented in every lesson to meet individual needs. Teachers are reminded, through the Staff Handbook, not to let their personal beliefs or attitudes influence their teaching. Sensitive or controversial topics are addressed impartially and with care.

PSHE, Relationships, and Sex Education teaching takes account of pupils' starting points, recognising that children bring differing levels of prior knowledge and understanding to each topic. New topics should begin with an assessment of what pupils already know, enabling teachers to

make more accurate judgements about progress and development. It is also essential to help pupils connect their learning to their current and future real-life experiences. Critical reflection is central to assessment in PSHE, Relationships, and Sex Education, allowing pupils to consolidate understanding and apply it meaningfully.

Lessons are planned to ensure that all pupils are able to access the appropriate work, including pupils who have complex learning needs, as well as pupils who require challenge. Where appropriate, pupils may receive RSE through whole-class teaching, small-group work or individual sessions to ensure learning is appropriate to their needs and developmental stage.

If teachers feel uncomfortable teaching any aspect of the PSHE or Relationships and Sex Education curriculum, they are encouraged to discuss this with the Headteacher to access appropriate support and guidance. Staff delivering RSE will work collaboratively with safeguarding, therapy and pastoral colleagues where appropriate to ensure teaching reflects pupils' wider developmental and wellbeing needs.

For more information about our RSE curriculum, see Appendices 1 and 2.

Inclusivity
We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources
We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and that the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and 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

9. ROLES AND RESPONSIBILITIES

The Governing Body/Directors

The governing body/directors will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teaching staff are responsible for the delivery of RSE.

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

10. PARENTS' RIGHT TO WITHDRAW

Key Stage 1 and 2:
Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Key Stage 3:
Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

11. TRAINING

Staff are trained on the delivery of RSE as part of their induction, and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Headteacher and Head of Department through:

- Lesson observations
- Learning walks
- Planning scrutinies
- Marking audit and book scrutinies
- Analysis of attainment data recorded on Pupil Progress Trackers

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

- curriculum reviews;
- learning walks;
- lesson observations;
- pupil voice;
- parent feedback;
- staff feedback;
- curriculum evaluation;
- safeguarding review where relevant.

13. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- E-Safety Policy
- Fundamental British Values and Protected Characteristics Policy
- Marking, Assessment and Expected Progress Policy
- Personal and Physical Development Subjects Policy
- Positive Behaviour Policy
- PSHE Policy
- Pupil Personal Development Policy
- SEND Policy
- SMSC Policy
- Teaching and Learning Handbook

14. APPROVAL & POLICY REVIEW

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Website, Online, hard copy in the school
Effective Date	July 2026
Next Review Date	July 2027

15. REVISION HISTORY

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2026

APPENDIX 1: CURRICULUM MAP

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Adventurers	Summer 1 and Summer 2	Relationships: • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends Changing Me: • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition	Jigsaw
	Spring 1	Life Skills **Puberty and Consent** • I understand how bodies physically change as I grow up (focus on changes during puberty for UKS2+) • I understand how my feelings change as I grow up (focus on emotional changes during puberty for UKS2+) • I can identify what parts of my body are private • I understand what appropriate and inappropriate touch is (focus on consent for UKS2+) • I know who I can speak to about feelings and body changes	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Astronauts	Summer 1 and Summer 2	Relationships: • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals Changing Me: • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change	Jigsaw
	Autumn 2	Life Skills **Puberty and Consent** • I understand how bodies physically change as I grow up (focus on changes during puberty for UKS2+) • I understand how my feelings change as I grow up (focus on emotional changes during puberty for UKS2+) • I can identify what parts of my body are private • I understand what appropriate and inappropriate touch is (focus on consent for UKS2+) • I know who I can speak to about feelings and body changes	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Discovery Key Stage 1 and 2	Summer 1 and Summer 2 Refer to Long Term Planning	Relationships: • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend Changing Me: • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations Life Skills **Puberty and Consent** • I understand how bodies physically change as I grow up (focus on changes during puberty for UKS2+) • I understand how my feelings change as I grow up (focus on emotional changes during puberty for UKS2+) • I can identify what parts of my body are private • I understand what appropriate and inappropriate touch is (focus on consent for UKS2+) • I know who I can speak to about feelings and body changes	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Discovery Key Stage 3	Summer 1 and Summer 2 Refer to Long Term Planning	Relationships: • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships Changing Me: • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition Life Skills **Puberty and Consent** • I understand how bodies physically change as I grow up (focus on changes during puberty for UKS2+) • I understand how my feelings change as I grow up (focus on emotional changes during puberty for UKS2+) • I can identify what parts of my body are private • I understand what appropriate and inappropriate touch is (focus on consent for UKS2+) I know who I can speak to about feelings and body changes	Jigsaw

APPENDIX 2a: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 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
Caring friendships	• 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 • 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
Respectful relationships	• 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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
Being safe	• 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 • 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

APPENDIX 2b: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
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 its 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/carers 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

TOPIC	PUPILS SHOULD KNOW
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 relationships • 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)

TOPIC	PUPILS SHOULD KNOW
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

APPENDIX 3: PARENT/CARER FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

Appendix 4: Withdrawal from sex education within RSE

WHITE HOUSE SCHOOL

01 September 2026

Our PSHE and RSE Curriculum

Dear Parents, Carers and Guardians,

At The White House School, we believe that promoting the health and wellbeing of our pupils is a vital part of their education and preparation for adulthood. One of the ways we support this is through our Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) curriculum.

Our PSHE and RSE curriculum covers a wide range of topics including relationships, physical and mental health, and the essential knowledge and skills pupils need to be active citizens and make positive contributions to society. A key aim of our curriculum is to equip pupils with the ability to make safe, informed decisions. Relationships and Sex Education (RSE) is a statutory component of PSHE, and all schools in England are required to teach it.

During our PSHE/RSE sessions, pupils will learn about a variety of topics such as:

- Personal hygiene
- Naming body parts
- Families
- Online safety
- Puberty
- Babies and birth
- Healthy and unhealthy relationships
- Pregnancy and contraception
- Sexual health and consent

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Registered Office: 58 Buckingham Gate, London, SW1E 6AJ. Part of the Cavendish Education family of schools.

Additional topics will also be covered, as outlined in our **PSHE and RSE Policies**, which are available on our website and by request.

While RSE is a statutory subject (for our Key Stage 3 classes), parents do retain the right to withdraw their child from specific sex education content. However, we want to reassure you that our curriculum is taught in an age-appropriate, respectful and safe environment. It allows pupils to ask questions and receive accurate, evidence-based answers, rather than relying on online sources or peer speculation.

To help parents understand the curriculum further, the Department for Education has provided resources, which can be found here: Relationships education, relationships and sex education (RSE) and health education: FAQs

We are aware of the increasing influence of online content and social media on young people. Pupils are frequently exposed to unrealistic and potentially harmful messages about bodies, relationships and sexual behaviour. It is therefore essential that they have a trusted space to explore these topics, gain clarity and develop confidence in how to respond safely in real-life situations.

We recognise and value that you, as parents and carers, are your child's primary educators. Our PSHE/RSE programme is designed to complement the values and guidance you provide at home.

Your child may begin to ask questions about what they are learning in school. This could be a great opportunity for meaningful conversations.

If you wish to discuss any aspect of the content, materials, or resources used in our PSHE/RSE curriculum, or request a withdrawal form, please do not hesitate to contact the school. We encourage you to review our PSHE/RSE Policies, and we will be happy to connect you with your child's teacher for any further support.

Yours sincerely,

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Headteacher

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