



# PSHE and Relationship and Sex Education Policy

**School Division:** Whole

**Policy Division:** Safeguarding

**Policy Owner:** Principal

**Date:** September 2025

**Review Date:** September 2026

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## 1. Aims

The aims of PSHE and 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
- Provide careers information
- Provide the knowledge to operate safely both online and offline
- Foster knowledge of the wider world, and the skills needed to navigate it
- Promote British Values and the School's values

PSHE enables our students to navigate the risks in an increasingly complex on- and offline world. Our students need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. It is our job to equip students with values, skills and knowledge to become confident, aspirational changemakers in a world of opportunity. We aim for the Claremont Student to grow in responsibility and make positive contributions to their community, both while at school and beyond.

The PSHE curriculum and ethos is underpinned by the school's values:

- **Ambition:** Becoming your own best, regardless of starting point.
  - **Open Mindedness:** Respect and celebrate the best in yourself, others, and society.
  - **Responsibility:** Become dependable and accountable for your actions.
  - **Courage:** Learn from mistakes and pursue personal growth.
  - **Integrity:** Be consistent, honest and authentic in relationships.
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## 2. Statutory requirements

As a primary and secondary provider, Claremont School complies with statutory duties outlined in the Children and Social Work Act 2017 and associated guidance.

We are legally required to provide:

- **Relationships Education and Health Education** at the primary level
- **Relationships and Sex Education (RSE) and Health Education** at the secondary level

Sex Education is not statutory at primary level, but schools are encouraged to deliver age-appropriate content. At Claremont, we have chosen to include limited sex education content (see Section 5).

## 3. Definition

PSHE stands for personal, social, health and economic. RSE is the statutory component within the PSHE curriculum.

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.

## **4. Curriculum**

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary.

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

Sex education is not compulsory for primary aged pupils. In consultation we have decided it appropriate for Claremont students sex education lessons to 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.

## **6. Delivery of PSHE + RSE**

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

At the Prep School PSHE is delivered by form tutors in tutor time, using the Jigsaw curriculum and resources. At this phase, we feel tutor delivery is most appropriate, building on the close nurturing relationships, allowing students to feel comfortable exploring more challenging topics.

At the Senior School PSHE is taught by a select group of teachers, chosen for their commitment, and suitability to teach such topics, and a specialised curriculum built to cover the statutory components, and reflect the context of the school. Unifrog resources are widely used to support the curriculum.

PSHE is taught for 60 minutes a week at the Prep School, and 50 Minutes at the Senior School..

Pupils also receive stand-alone sex education sessions delivered by either the school nurses, or outside sexual health professionals.

Stand alone sessions are also taught in relation to drug, and safety education.

The PSHE curriculum is linked to the school values and characteristics.

Discussion is had with the SENCO about differentiation and inclusion of LSAs in PSHE lessons.

Teachers are encouraged to ask for support prior to the teaching of a controversial topic, and can be supported in the classroom by pastoral leads, heads of house, or safeguarding leads.

The curriculum is designed by the DSL, to ensure local public health, and safeguarding intelligence is included.

At the Prep School, 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
- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born

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

At the Senior School RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our PSHE curriculum, see Appendices 1, 2 and 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, 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).

At the Prep School the [Jigsaw](#) PSHE resources are used to support the curriculum.

## 7. Protected Characteristics

The Equality Act came into force from October 2010 providing a modern, single legal framework with clear, streamlined law to more effectively tackle disadvantage and discrimination. It stated that it is against the law (UK) to discriminate against anyone because of these characteristics, Age, Gender reassignment, marriage, and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, disability.

These are called '**protected characteristics**', and Claremont has a duty of care to protect all pupils from discrimination or harassment, and ensure the PSHE curriculum helps individuals understand, and promote these characteristics.

Claremont school also actively promotes our values, respect for yourself, respect for each other, and respect for the environment in PSHE and Assemblies. Key events are also celebrated such as Black History month, Holocaust memorial week, Pride etc. The academic curriculum handbooks outline how Equality and Diversity is promoted in their areas.

The below grid shows how the PSHE curriculum at Claremont addresses these themes

Protected Characteristics	Links to curriculum
Age Gender reassignment Marriage and civil partnership Pregnancy and maternity Race Religion or belief	<b><u>CPS</u></b> Our age and stage appropriate PSHE lessons enable pupils to feel comfortable exploring values and different attitudes. Pupils are able to express their own opinions and consider the views and opinions of others, without the fear of negative feedback, and only if they choose to.

<p>Sex Sexual orientation Disability</p>	<p>Celebrating Difference' is the most significant unit for learning about the Protected Characteristics. It focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'. Bullying – what it is and what it isn't, including cyber and homophobic bullying.</p> <p>The Relationships topic focuses on issues such as families, friendships, equality in relationships, and love and loss – all of which can help to deliver the messages behind the Equality Act. A vital part of this topic is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes.</p> <p><b>Age - Celebrating Difference</b>  <i>A person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year olds).</i>  Y6 - Power Struggles</p> <p><b>Gender reassignment - Celebrating Difference</b>  <i>The process of transitioning from one gender to another.</i>  Year 1: Celebrating Me.  Year 3: Gender diversity  Year 4: Judging by appearances  Year 6: Understanding difference  Year 7: Discrimination in school</p> <p><b>Being married or in a civil partnership - Celebrating Difference</b>  <i>Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).</i>  Year 3: Families  Year 7: Discrimination in school</p> <p><b>Being pregnant or on maternity leave - Celebrating Difference</b>  <i>Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the nonwork context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.</i>  Year 3: Families  Year 7: Discrimination in school</p> <p><b>Disability - Celebrating Difference</b>  <i>A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.</i>  Year 6: Celebrating difference  Year 7: Discrimination in school</p>
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	<p><b>Race including colour, nationality, ethnic or national origin - Celebrating Difference</b>  <i>Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.</i>  Year 5: Racism</p> <p><b>Religion, belief or lack of religion/ belief - Celebrating Difference</b>  <i>Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.</i>  Year 5 - Different Cultures  Year 7 - Discrimination in school</p> <p><b>Sex - Celebrating Difference</b>  <i>A man or a woman</i>  Year 2 - Boys and Girls  Year 7 - Challenging stereotypes</p> <p><b>Sexual orientation Celebrating Difference</b>  <i>Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.</i>  Year 6 - Boyfriends and girlfriends  Year 7 - Discrimination in school</p>
	<p>CSS</p> <p>The primary topic for promoting protected characteristics is in the Identity and community module of work. It starts by identifying values, and looking at how values vary depending on person, but identifies core values, such as British values, or the school's values that weave throughout society. They then spend time looking at conflicting values, and real world examples, with the intervention of the ECHR. Time is spent discussing how we resolve conflicting values, The unit continues to look at gender, and different gender identities. Stereotypes, issues, and examines Gender from the perspective of various characters or varying identities. The unit finishes looking at the equality act, discrimination, and hate crime.</p> <p>When teaching about relationships, care is taken to ensure the materials reflect varied relationships, varied identities, and how good relationships are modelled, and what abuse looks like in all relationships.</p> <p>The below topic headings are areas where protected characteristics are both promoted, included, or examined.</p> <ul style="list-style-type: none"> <li>• Relationships: Different types inclusive of all protected characteristics.</li> <li>• Parenting Skills and family life,</li> <li>• Identity and community: Individual and community values, and diverse and conflicting values, gender and gender identities, the equality act, hate crimes, discrimination, democracy and</li> </ul>

	<p>freedom of speech.</p> <ul style="list-style-type: none"> <li>• Risk and Safety: Rights and responsibilities online, FGM</li> <li>• Sexual Health, Values, sexual relationships, harmful sexual behaviour, sexual health, pregnancy choices,</li> <li>• Planning for the future, rights and responsibilities.</li> <li>• Relationships: Consent 16+</li> <li>• Relationships Coercive control 16+</li> <li>• Relationships: Pornography 16+</li> <li>• Relationships: Peer on Peer abuse, snitching and the bystander effect 16+</li> </ul>
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## 8. Roles and responsibilities

### 8.1 The Principal

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 8.2 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents 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 Principal.

### 8.3 Pupils

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

## 9. Parents' right to withdraw

At the Prep School Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, up to year 6 at the Prep School.

Parents were written to as part of the consultation process, and shared a google form, requesting the right to withdraw.

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

At the Senior School parents have the right to withdraw their children 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.

A note of withdrawal requests will be placed in the pupil's educational record on Engage. The DSL will discuss the request with parents and take appropriate action.

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

## **10. Training**

Staff are supported on the delivery of PSHE and RSE by the DSL and are included as part of our continuing professional development.

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

## **11. Monitoring arrangements**

The delivery of PSHE and RSE is monitored by Rebecca Hurton through:

The standard of PSHE and RSE teaching and learning will be monitored by reviewing pupil work, Looking for learning and feedback from student and teacher questionnaires.

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

This policy will be reviewed by Rebecca Hurton..

**The Policy Owner is:** School Principal

**Issue date:** September 2025

**Review Date:** This policy is reviewed annually. The next review is due September 2026. New statutory guidance is coming into place in September 2026. The curriculum will be reviewed and amended for teaching in September 2026.



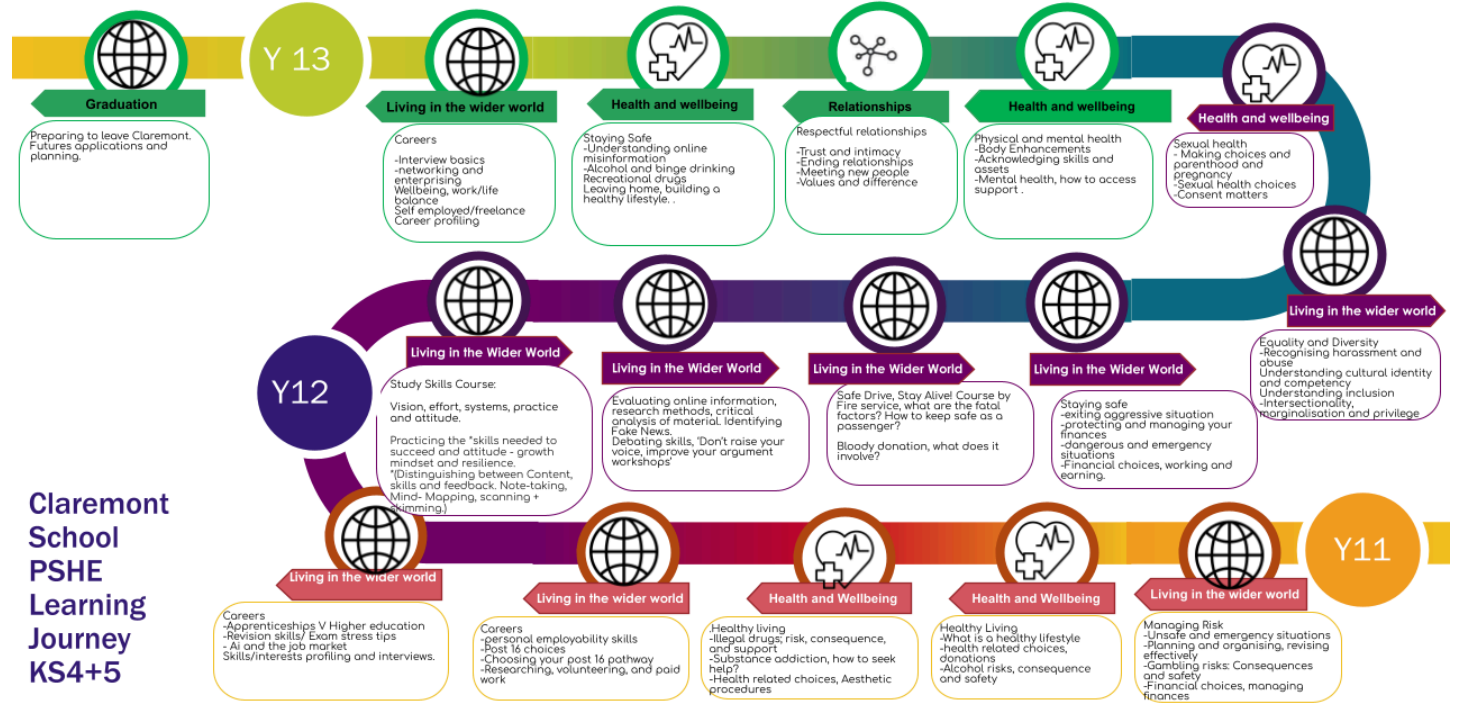
## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

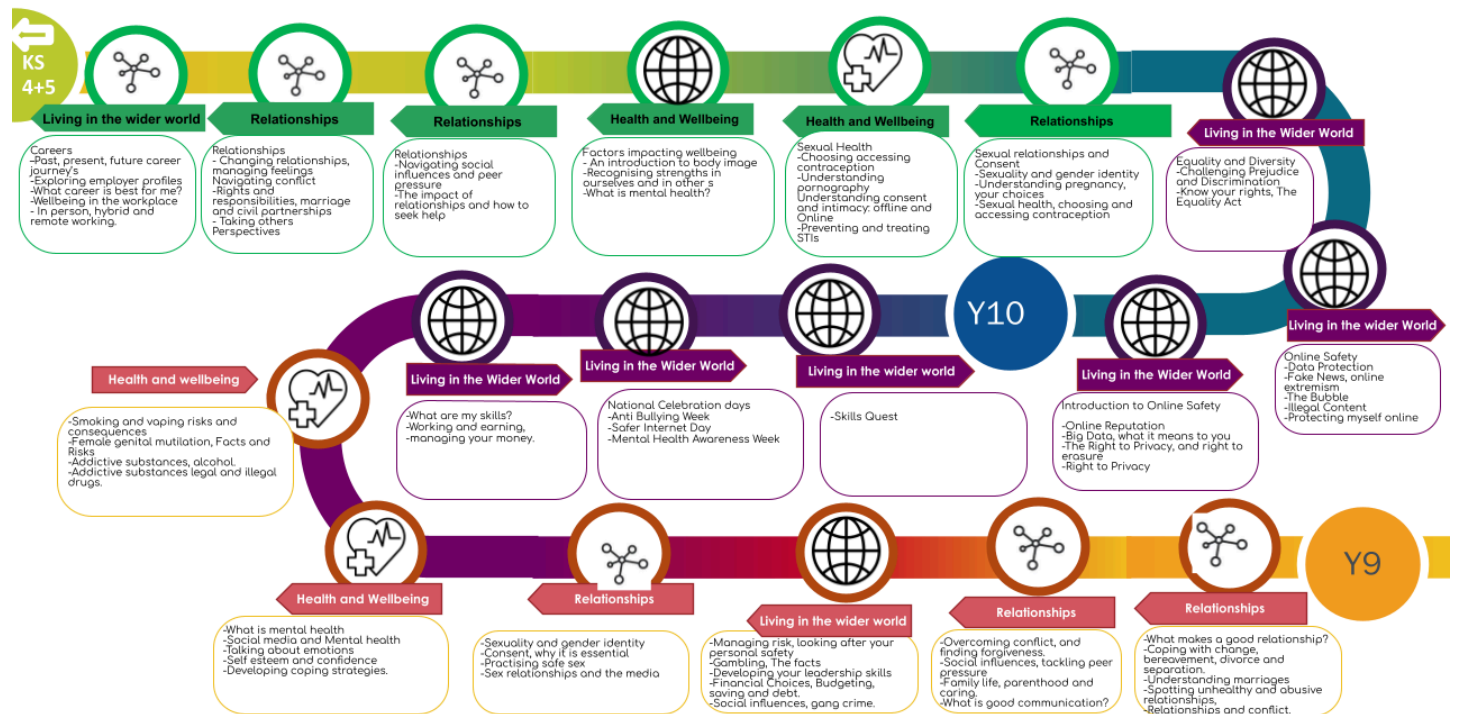


PSHE enables our students to navigate the risks in an increasingly complex world. Our students need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. Our core values play their part in every aspect of our students' learning journey, to ensure they become confident, kind, curious but also humble agents for positive change at school, across the community and the world beyond.

We aim "To equip students with values, skills and knowledge to become confident, aspirational changemakers in a world of opportunity"

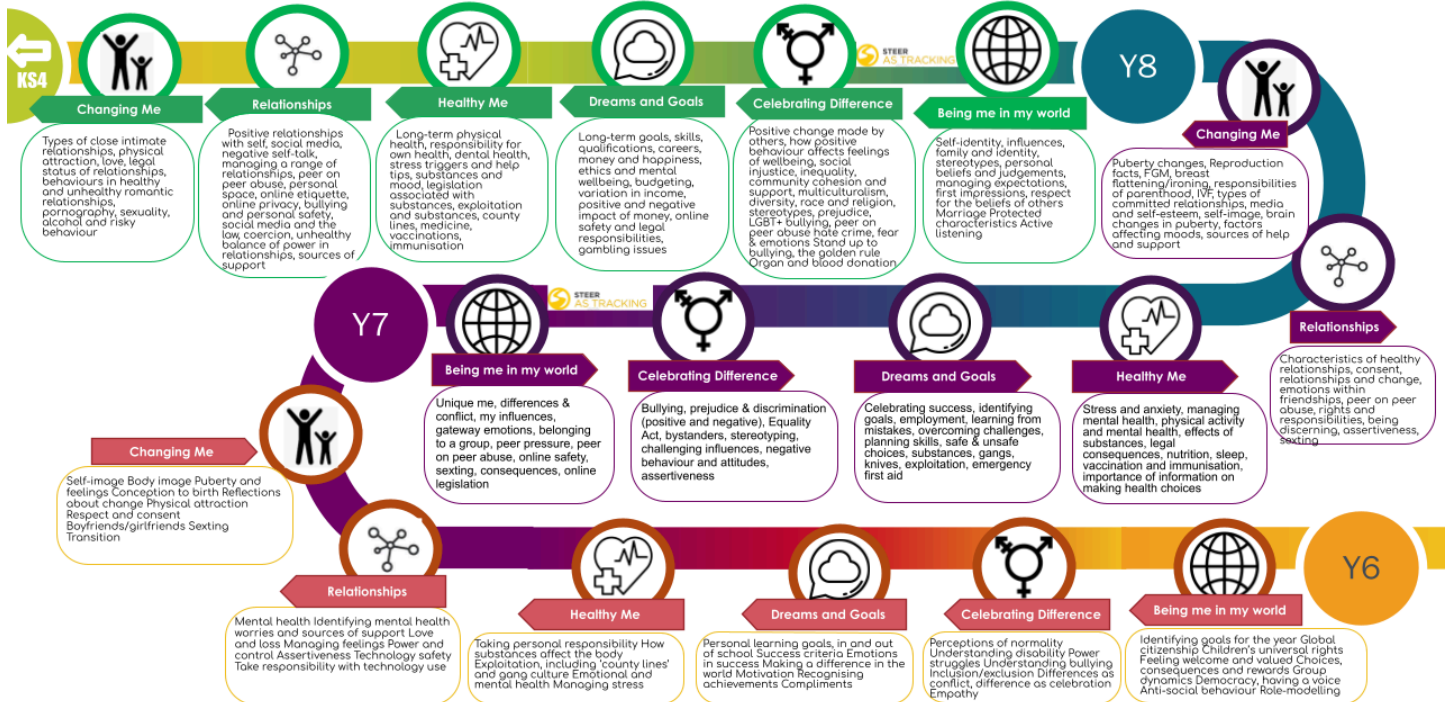


### Claremont School PSHE Learning Journey KS4

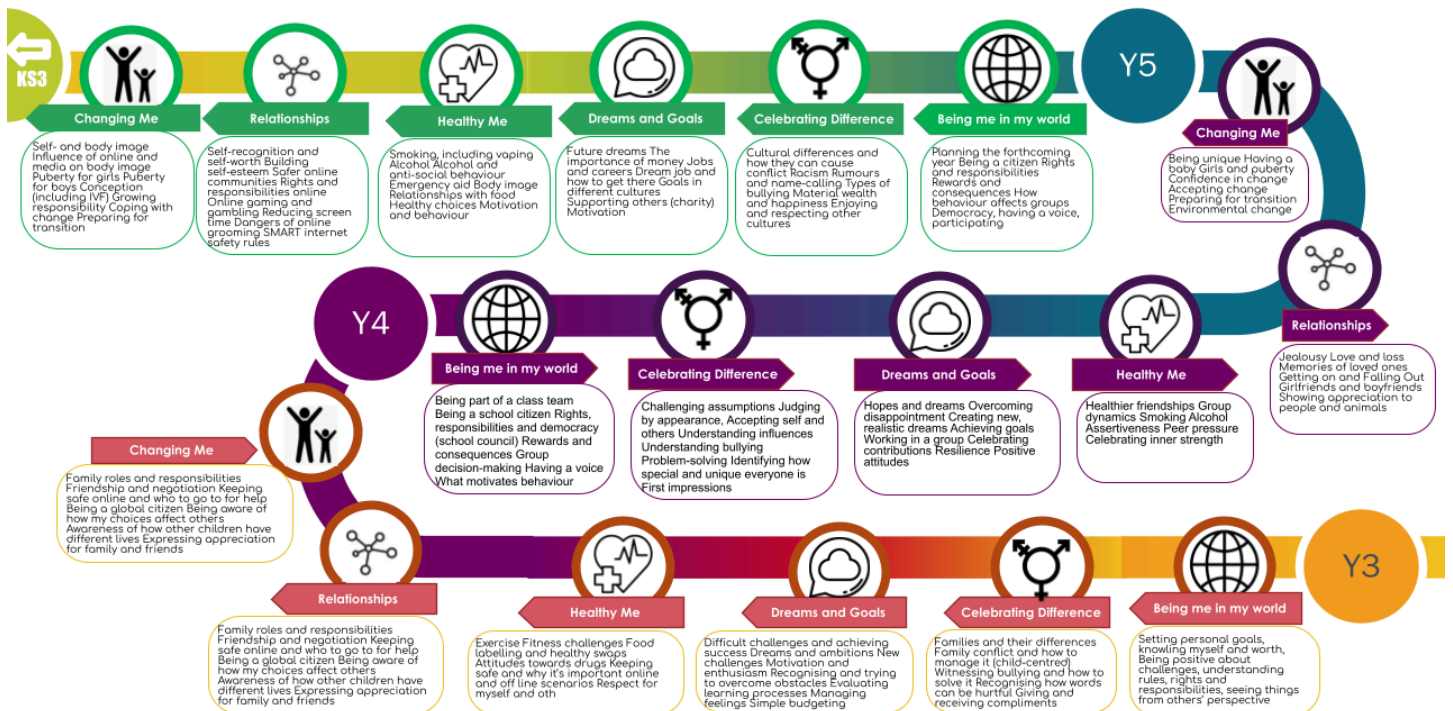




## Claremont School PSHE Learning Journey KS3

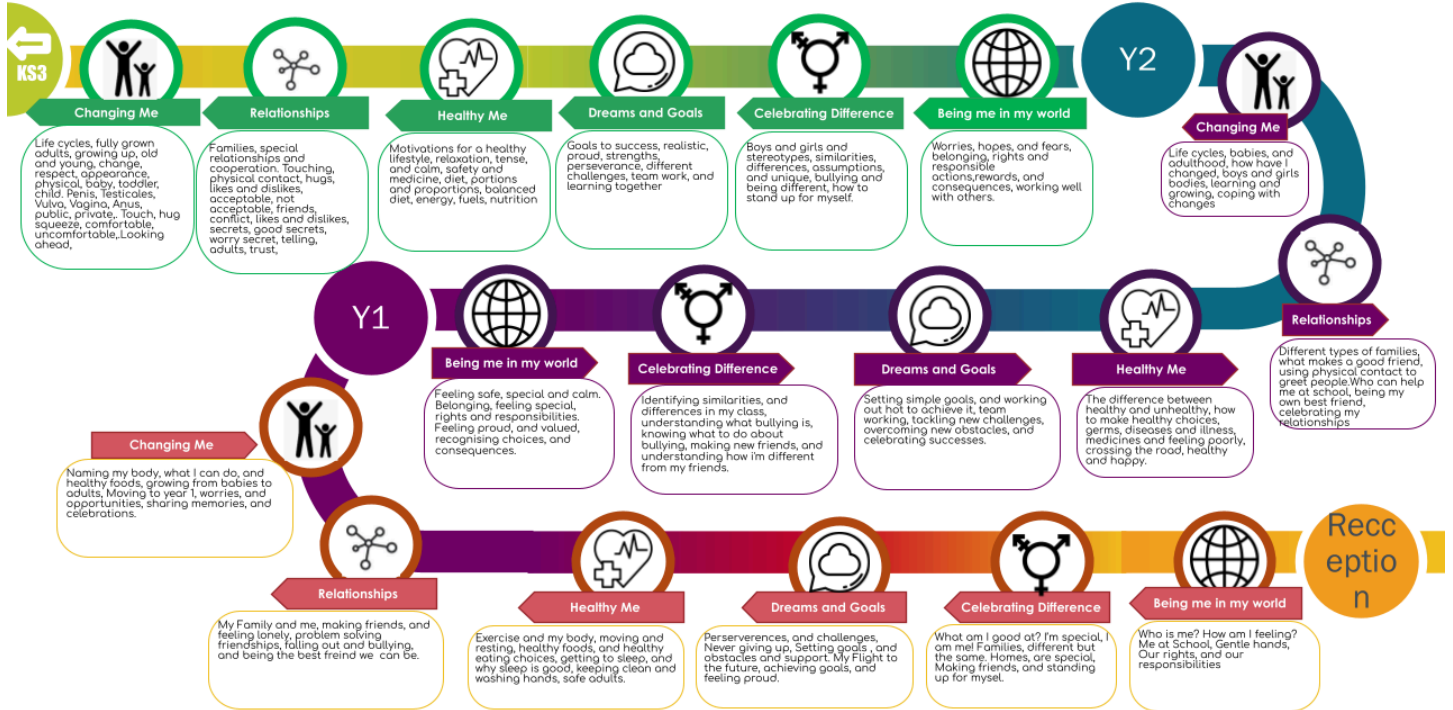


## Claremont School PSHE Learning Journey KS2





# Claremont School PSHE Learning Journey KS1



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<b>Families and people who care about me</b>	<ul style="list-style-type: none"> <li>· That families are important for children growing up because they can give love, security and stability</li> <li>· 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</li> <li>· 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</li> <li>· 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</li> <li>· That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>· How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>· How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>· The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>· That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>· 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</li> <li>· 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</li> </ul>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### **Appendix 3: By the end of secondary school pupils should know**



TOPIC	PUPILS SHOULD KNOW
<b>Families</b>	<ul style="list-style-type: none"> <li>· That there are different types of committed, stable relationships</li> <li>· How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>· 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</li> <li>· Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>· The characteristics and legal status of other types of long-term relationships</li> <li>· The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>· 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</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>· 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</li> <li>· Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>· 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)</li> <li>· 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</li> <li>· About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>· That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>· What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>· 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</li> </ul>

<b>Online and media</b>	<ul style="list-style-type: none"> <li>· Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>· 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</li> <li>· Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>· What to do and where to get support to report material or manage issues online</li> <li>· The impact of viewing harmful content</li> <li>· 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</li> <li>· That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>· How information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>· 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</li> <li>· 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)</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>· 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</li> <li>· 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</li> <li>· The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>· That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>· That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>· The facts about the full range of contraceptive choices, efficacy and options available</li> <li>· The facts around pregnancy including miscarriage</li> <li>· 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)</li> <li>· 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</li> <li>· About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>· How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>· How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 4: Letter sent to parents advertising their write to withdraw from Sex Education element of PSHE curriculum

01 September 2025

Dear Parents,

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education, are part of the National Curriculum. As part of our school's wider Personal, Social and Health Education (PSHE) programme, during their time at Claremont School your child will receive lessons on relationships, sexual health and personal safety.

PSHE enables our students to navigate the risks in an increasingly complex world. It is a fundamental tool, in the school's vision, to 'equip students with values, skills and knowledge to become confident aspirational changemakers, in a world of opportunity' Our students need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

Schools are required to routinely consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. The purpose of our RSE curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. We welcome feedback on the curriculum maps, or from feedback of student's experiences in PSHE lessons. If you would like to see detailed lesson objectives, or resources, we are happy to facilitate that. A curriculum overview is attached to this letter.

Please note you do have a right to withdraw your child from Sex Education delivered as part of RSE up to three terms before your child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. There is no right to withdraw from Relationships Education at secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. Prior to deciding to withdraw your child from the sex education elements, we request you speak with Rebecca Hurton in order to ensure any decisions are well informed. The elements of the RSE curriculum that parents have the right to withdraw from are taught in term 5+6 at the Prep School, and term 2+3 in the Senior School. Please use this form to [request the right to withdraw](#)

PSHE represents such a significant part of the holistic character education that is so valuable to our students. It is key to us that the values we are teaching our students reflect British Values, the National Curriculum, but also specifically our families, and the wider Claremont community.

Yours sincerely,

Rebecca Hurton