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BAYLEAF EDUCATION

The Guild Hall School Relationships and Sex Education Policy 2026 - 2027

THE GUILDHALL SCHOOL

Reference:	GS RSE V002 August26
Reviewed by:	Sariena Watkins
Review Date:	22.09.2026
Date of next review:	September 2027

1. Legal Status:

Compliance with the Independent School Standards (ISS)

The Guild Hall School's Relationships and Sex Education (RSE) Policy supports compliance with several key areas of the Independent School Standards (2014, updated). Our approach ensures that pupils receive high-quality, inclusive and safeguarding-aligned education that prepares them for life in modern Britain.
RSE at The Guild Hall School is delivered in full compliance with:

Statutory Guidance

- DfE Statutory Guidance (2020): Relationships Education, RSE and Health Education
- **DfE Guidance on Gender Questioning Children (2024)**
- **DfE Online Safety Guidance (2024)**
- **DfE Behaviour in Schools Guidance (2024)**
- **DfE Working Together to Improve School Attendance (2024)**
- **DfE Mental Health and Wellbeing Guidance (2023)**
- Children and Social Work Act 2017
- Education Act 1996
- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice (2015)

Safeguarding Frameworks

- **Keeping Children Safe in Education (KCSIE 2026)**
- Working Together to Safeguard Children (2026)
- Prevent Duty (2015, updated 2024)
- Local Safeguarding Partnership procedures

Independent School Standards (ISS)
This policy supports compliance with:

- **Part 1** – Quality of Education
- **Part 2** – SMSC
- **Part 3** – Welfare, Health & Safety
- **Part 8** – Leadership & Management

Ofsted Expectations
Aligned with:

- Education Inspection Framework (EIF 2024)
- Personal Development judgement
- Behaviour & Attitudes judgement
- Safeguarding expectations
- **Local Area SEND Inspection Framework (Ofsted/CQC 2023)**

SEND & AP Improvement Plan (2023–2025)
Ensures:

- early identification
- communication-friendly environments
- multi-agency collaboration
- consistent SEND adaptations

Applies to:

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents and Further Reading
Data Protection and GDPR, Safeguarding Policy, (RPI Policy, Behaviour and Support) , Equality and Diversity Policy, PSHE Policy, Curriculum Policy.

2. Purpose:

The purpose of this Sex and Relationships Education (RSE) Policy is to ensure that all pupils at The Guild Hall School receive high-quality, developmentally appropriate, trauma-informed education about relationships, growing up, personal safety and healthy choices.

Our aim is to equip pupils with the knowledge, skills and confidence to build positive relationships, understand their bodies, keep themselves safe, and make informed decisions as they move towards adulthood.

RSE at The Guild Hall School is rooted in dignity, respect and inclusion. It recognises the diverse experiences of our pupils, many of whom may have encountered trauma, loss, or relational difficulties. Our curriculum is designed to be safe, accessible and empowering for all pupils, including those with SEND.

3. Policy Statement

The Guild Hall School is committed to delivering Relationships and Sex Education that is:

- Trauma-informed, recognising the impact of past experiences on how pupils access sensitive content.
- SEND-inclusive, ensuring all pupils can access the curriculum through adapted teaching, clear language and supportive environments.
- Values-driven, reflecting our school values of Respect, Independence, Confidence, Achievement, Perseverance and Kindness.
- Non-judgemental and factual, teaching about relationships, bodies and development without promoting any particular sexual orientation or lifestyle.
- Protective, helping pupils understand consent, boundaries, safe touch, online safety and how to seek help.
- Developmentally appropriate, aligned with pupils' cognitive, emotional and social needs.

RSE is delivered primarily through PSHE, supported by the wider curriculum, the school's relational ethos and everyday interactions with trusted adults.

We recognise that many pupils have experienced adversity, loss or relational difficulties. RSE is delivered in a way that protects emotional safety and builds confidence.

RSE includes:

- Relationships Education (friendships, families, online relationships, healthy boundaries)
- Sex Education (taught sensitively and in line with statutory guidance)
- Health Education (puberty, hygiene, emotional wellbeing, personal safety)
- Relevant elements of the science curriculum

RSE is fully integrated into the curriculum and accessible to all pupils regardless of ability, SEND profile or prior experiences.

4. Scope

This policy applies to:

- all pupils
- all staff delivering or supporting RSE
- parents/carers
- external professionals

RSE includes:

- Relationships Education
- Sex Education
- Health Education
- Science curriculum content
- Online safety
- Personal safety
- Emotional wellbeing

5. Principles

Our RSE curriculum is built on the following principles:

Attitudes and Values

- Understanding the importance of respect, care and empathy in all relationships.
- Recognising the value of stable, safe and loving relationships in family life.
- Exploring moral dilemmas and developing critical thinking.
- Encouraging respect for diverse families, identities and experiences.

Personal and Social Skills

- Managing emotions and relationships with confidence and sensitivity.
- Developing self-respect, self-advocacy and empathy for others.
- Learning to make safe, informed choices without prejudice or pressure.
- Understanding consent, boundaries and safe/unsafe touch.
- Building communication, assertiveness and conflict-resolution skills.
- Knowing how and where to seek help and support.

Knowledge and Understanding

- Learning about physical development, puberty and bodily changes.
- Understanding the biological aspects of human reproduction (as appropriate).
- Developing accurate vocabulary for body parts to support safeguarding.
- Understanding healthy and unhealthy relationships, including online.
- Recognising risks and developing strategies to stay safe.
- Understanding emotions, identity and the impact of relationships on wellbeing.

6. Statutory Requirements

The Guild Hall School delivers Relationships Education in line with:

- Section 34 of the Children and Social Work Act 2017

- Section 403 of the Education Act 1996
- Statutory guidance from the Department for Education (DfE)

We deliver:

- Relationships Education (statutory)
- Health Education (statutory)
- Science curriculum reproduction content (statutory)
- Sex Education (non-statutory but recommended)

Parents **cannot withdraw** from statutory content. Parents **can request withdrawal** from non-statutory sex education.

We also teach the required elements of sex education contained within the science curriculum.
Our policy development process includes:

1. Review – The PSHE Lead reviews national and local guidance.
2. Staff Consultation – Staff contribute to shaping the curriculum and policy.
3. Parent/Carer & Stakeholder Consultation – Representatives review and provide feedback.
4. Ratification – Governors approve the final policy.

Parental access to materials and timescales
Parents and carers may request access to curriculum materials. Staff respond appropriately to questions outside the planned curriculum to ensure pupils receive safe, factual information and do not seek unsafe sources online.

Parents/carers may request to view lesson plans, resources or example materials. Requests should be made to the RSE Lead in writing; the school will respond within **5 school days** and provide materials in an accessible format \within **10 school days**. Where a parent requests a meeting to discuss content, the school will offer a meeting within **10 school days**.

Withdrawal from Sex Education

At The Guild Hall School, we are committed to working in partnership with parents and carers to ensure that pupils receive safe, developmentally appropriate and inclusive PSHE and RSE education. We recognise that families may have questions about what is taught and when, and we aim to provide clear information and reassurance.

In line with statutory guidance, parents and carers cannot withdraw their child from:
• Relationships Education
• Health Education
• the science curriculum, including the biological aspects of human growth and reproduction
Parents can request withdrawal from sex education that sits outside the statutory science curriculum. We approach all such requests with sensitivity, respect and a focus on the best interests of the pupil.

What Parents Can Withdraw From
Parents and carers may request that their child is withdrawn from:
• specific sex education lessons that are not part of the science curriculum
• content that goes beyond statutory requirements
This typically relates to learning about sexual relationships, which is taught in a developmentally appropriate way and only when pupils are ready.

Withdrawal process, recording and review

When a parent requests withdrawal from non-statutory sex education, the Headteacher (or delegated senior leader) will: (1) meet with the parent within **10 school days** to discuss the request; (2) record the request and the outcome on the pupil's file; (3) agree alternative, meaningful learning and a reintegration plan if the pupil later returns to lessons. Withdrawal decisions will be reviewed annually or sooner if the pupil's needs change.

What Parents Cannot Withdraw From

Parents and carers cannot withdraw their child from:

- Relationships Education, including friendships, families, boundaries and consent
- Health Education, including puberty, hygiene, emotions and safety
- Online safety
- Safeguarding-related content
- Science curriculum content relating to human reproduction

These areas are statutory and essential for safeguarding

Pupil Right to Opt-In at 15 to Sex Education

In line with statutory requirements, a pupil has the legal right to opt into Sex Education from their 15th birthday, specifically three academic terms before they turn 16, even if their parents or carers have previously requested withdrawal or do not consent to their participation.

This right applies only to non-statutory Sex Education and does not affect statutory Relationships Education, Health Education or science curriculum content.

When a pupil chooses to opt in:

- The request must be respected and facilitated by the school.
- The Headteacher (or delegated senior leader) will meet with the pupil to ensure they understand the content and feel emotionally safe.
- Adaptations will be made to ensure accessibility for SEND pupils, including visual supports, simplified language, regulation breaks and trauma-informed practice.
- Parents/carers will be informed of the pupil's decision, in line with safeguarding and communication expectations.
- The pupil will be supported to reintegrate into lessons safely and confidently.

This statutory right ensures that young people can access essential learning that supports their safety, wellbeing and preparation for adulthood.

Process for Requesting Withdrawal

If a parent or carer wishes to request withdrawal from sex education:

1. They should contact the Headteacher in writing.
2. A meeting will be arranged to discuss:
   - the content of the lessons
   - the reasons for the request
   - the potential impact on the pupil
   - how the school can support the family's wishes
3. The school will provide:
   - clear information about what will be taught
   - examples of resources
   - reassurance about how content is adapted for SEND
4. A decision will be made by the Headteacher, taking into account:
   - the pupil's needs

- safeguarding considerations
- statutory guidance

The school will always act in the best interests of the pupil.

Alternative Arrangements

If withdrawal is agreed:

- the pupil will be provided with alternative, meaningful learning
- they will not be isolated or made to feel excluded
- staff will ensure the pupil feels safe, respected and supported

We maintain confidentiality and sensitivity throughout.

Re-Engagement

Parents may reverse a withdrawal decision at any time. The school will support a smooth transition back into lessons if this occurs.

7. Definitions:

To ensure clarity and consistency across the school community, the following definitions are used within this policy:

Relationships Education

Learning about the emotional, social and physical aspects of growing up, including friendships, family relationships, online interactions, personal boundaries and healthy communication.

Sex Education

Learning about human reproduction, sexual health and the physical changes associated with puberty. At The Guild Hall School, Sex Education is taught sensitively, factually and in line with statutory guidance, with adaptations for pupils' developmental needs.

Health Education

Teaching that supports pupils to understand physical and emotional wellbeing, including hygiene, puberty, sleep, healthy routines, mental health and personal safety.

PSHE (Personal, Social, Health and Economic Education)

A planned programme of learning that supports pupils' personal development, safety, wellbeing and independence. RSE is delivered primarily through PSHE.

Consent

A clear, freely given agreement to participate in an activity. Pupils are taught that consent must be mutual, informed and can be withdrawn at any time.

Safe and Unsafe Touch

Understanding the difference between touch that is appropriate, welcome and safe, and touch that is unwanted, harmful or makes a pupil feel uncomfortable. This is taught in a safeguarding-aligned, developmentally appropriate way.

Trauma-Informed Practice

An approach that recognises the impact of trauma on learning, behaviour and relationships, and prioritises safety, predictability, trust and emotional regulation.

8. Roles & Responsibilities

Governing Body
- Ensures the school complies with statutory requirements.
- Reviews and approves the RSE Policy.
- Holds leaders accountable for high-quality, inclusive delivery.

Headteacher
- Ensures RSE is taught consistently and safely across the school.
- Oversees staff training, curriculum development and safeguarding alignment.
- Ensures the policy reflects the school's values and SEND-specialist ethos.

PSHE Lead
- Designs and reviews the RSE curriculum.
- Ensures content is trauma-informed, accessible and developmentally appropriate.
- Supports staff with planning, resources and adaptations.
- Leads consultation with staff, parents/carers and governors.

RSE Lead and contact;
The school's named RSE Lead is **[Name / Job Title]**. For curriculum queries, parental requests to view materials, or withdrawal discussions, contact the RSE Lead at **[email address]**. The RSE Lead is responsible for curriculum design, staff training, parental engagement and ensuring safeguarding alignment.

Teaching Staff
- Deliver RSE in a safe, respectful and inclusive manner.
- Adapt teaching to meet pupils' needs, including SEND profiles.
- Create a classroom environment where pupils feel safe to ask questions.
- Report safeguarding concerns immediately in line with school procedures.

Support Staff (TAs and Pastoral Support)
- Reinforce key messages through relational practice and daily interactions.
- Provide regulation support and communication scaffolds during lessons.
- Share relevant observations with teaching staff and the safeguarding team.

Parents and Carers
- Support their child's learning and development at home.
- Engage with consultation processes and request curriculum materials as needed.
- Communicate any concerns or additional needs to the school.

Pupils
- Are encouraged to engage respectfully, ask questions and share their thoughts.
- Are supported to develop independence, confidence and self-advocacy.

9. RSE in The Guild Hall's Values

RSE at The Guild Hall School is explicitly aligned with 3 core values:

Value	How it is embedded in RSE
Courage	We achieve *Courage* in RSE by creating safe, predictable spaces where pupils feel confident to explore sensitive topics without fear of judgement. Courage is built

	through: • **Clear, trauma-informed boundaries** that help pupils feel secure enough to ask questions. • **Gradual exposure** to new ideas, using scaffolding and visual supports so pupils can take small, supported steps. • **Modelling brave conversations**, showing pupils how to talk openly about relationships, safety, consent and emotions. • **Celebrating small acts of bravery**, such as expressing a feeling, naming a worry, or challenging unsafe behaviour. • **Empowering pupils** to recognise their rights, communicate their boundaries and seek help when needed. Courage in RSE is not about pushing pupils — it's about giving them the emotional safety to try.
Curiosity	We achieve *Curiosity* in RSE by making learning meaningful, accessible and engaging for SEND pupils. Curiosity is nurtured through: • **Hands-on, multisensory learning** that helps pupils explore concepts like friendship, safety, bodies and relationships in concrete ways. • **Open questioning and discussion**, encouraging pupils to wonder, explore and think about how relationships work. • **Visual stories, scenarios and role-play**, helping pupils understand social situations and practise responses. • **Creating a culture where questions are welcomed**, including anonymous question boxes, symbol-supported prompts and safe discussion routines. • **Teaching pupils to notice and understand feelings**, building curiosity about themselves and others. Curiosity helps pupils connect RSE learning to real life, building understanding rather than fear.
Community	We achieve *Community* in RSE by teaching pupils how to build healthy, respectful relationships and feel a sense of belonging. Community is strengthened through: • **Shared language and expectations** around kindness, respect, consent and personal boundaries. • **Collaborative learning**, where pupils practise communication, teamwork and empathy in structured, supported activities. • **Celebrating diversity**, ensuring pupils see themselves and others represented positively in RSE resources. • **Working closely with families**, sharing approaches, visuals and language so pupils experience consistency at home and school. • **Creating a culture of mutual respect**, where pupils learn how their actions affect others and how to repair relationships safely. Community in RSE means pupils learn how to be part of something — safely, respectfully and confidently.

10. Gender Questioning Children — Statutory Compliance (DfE 2024)

The Guild Hall School follows all expectations set out in the DfE Guidance on Gender Questioning Children (2024).

Key Requirements

- No social transition
- Parents must be informed
- All concerns treated as safeguarding
- Factual, biological teaching only
- No contested ideology
- Consistent language across staff
- Multi-agency oversight where needed

Staff MUST NOT:

- use alternative pronouns
- use alternative names
- encourage identity exploration
- teach gender identity ideology
- provide gender-affirming advice

Staff MUST:

- respond calmly
- use factual language
- maintain emotional safety
- escalate concerns to DSL
- involve parents
- record concerns on CPOMS

11. SEND-Specific Adaptations

RSE is adapted for pupils with:

- communication needs
- sensory processing differences
- SEMH needs
- developmental delay
- autistic profiles
- trauma histories

Adaptations include:

- Widgit symbols
- Makaton
- AAC
- social stories
- visual scripts
- sensory regulation
- predictable routines
- simplified language
- concrete examples
- 1:1 scaffolding
- opt-out or pause options

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- concrete examples
- 1:1 scaffolding
- opt-out or pause options

14. Curriculum Overview

RSE at The Guild Hall School is delivered primarily through PSHE, with reinforcement across the wider curriculum and school ethos. Content is adapted to meet pupils' developmental stages, communication needs and emotional readiness.

A letter or email must be sent to parents informing them of any RSE topics covered during the School half term. This must be sent in the appendix 1 below ensuring that the topics covered are updated to reflect current topics.

14.1 Assessment and monitoring
Pupil understanding in RSE is assessed formatively through observation, short skills checks, social stories outcomes and 1:1 reviews. The PSHE Lead will produce a termly RSE monitoring report for SLT and governors that includes: coverage, adaptations for SEND, pupil voice summaries, incidents arising from lessons and impact measures. Any trends or safeguarding concerns will be escalated immediately.

14.2 Key Curriculum Themes

Relationships
- Friendships, trust and communication
- Families and different family structures
- Healthy vs unhealthy relationships
- Online relationships and digital safety
- Boundaries, consent and respect

Growing Up & Physical Development
- Puberty and bodily changes
- Hygiene and self-care
- Correct vocabulary for body parts
- Understanding private vs public behaviours

Emotional Wellbeing
- Identifying and naming feelings
- Managing strong emotions
- Coping with change, loss and transitions
- Building self-esteem and personal identity

Keeping Safe
- Safe and unsafe touch
- Recognising risks and unsafe situations
- Online safety and digital footprints
- Knowing how and where to seek help
- Understanding personal rights and bodily autonomy

Reproduction (as appropriate)
- Basic biological facts about human reproduction
- Pregnancy and birth
- Respectful, factual understanding of sexuality

Teaching Approaches

- Small-group and 1:1 teaching where needed
- Visual supports, social stories and simplified language
- Repetition, modelling and role-play
- Regulation breaks and predictable routines
- Trauma-informed strategies to maintain emotional safety

Staff training and competence
All staff delivering RSE receive induction training on trauma-informed practice, safeguarding in RSE and SEND adaptations. RSE refresher training is provided annually and records of attendance and content are held by HR and the RSE Lead. New staff will observe RSE lessons and be mentored for their first term.

15. Post-16 RSE Curriculum

RSE for Post-16 students at The Guild Hall School is delivered as part of our Preparing for Adulthood curriculum, with a strong focus on independence, personal safety, healthy relationships and emotional wellbeing. Content is adapted to a student's developmental stages, communication needs and future pathways, ensuring that every young person receives meaningful, accessible and empowering education as they move towards adulthood.
Curriculum Themes for Post-16

Staff training and competence All staff delivering RSE receive induction training on trauma-informed practice, safeguarding in RSE and SEND adaptations. RSE refresher training is provided annually and records of attendance and content are held by HR and the RSE Lead. New staff will observe RSE lessons and be mentored for their first term.

Healthy Adult Relationships
- Understanding different types of adult relationships, including friendships, romantic relationships and professional boundaries
- Communication skills, trust, respect and mutual support
- Recognising healthy vs unhealthy dynamics in adult contexts

Consent, Boundaries and Personal Autonomy
- Understanding personal rights and bodily autonomy
- Giving, receiving and withdrawing consent
- Navigating social situations safely, including online and in the community

Sexual Health Awareness (Non-Statutory)
- Basic information about sexual health, contraception and accessing health services
- Understanding risks and protective behaviours
- Knowing how to seek confidential advice and support

Online Safety and Digital Citizenship
- Managing digital footprints
- Recognising online risks, manipulation and unsafe communication
- Safe use of social media, messaging and online platforms

Emotional Wellbeing and Identity
- Understanding feelings, self-esteem and personal identity
- Managing stress, relationships and transitions
- Recognising when and how to seek help

Preparing for Adulthood
- Navigating adult environments (workplaces, community settings, public services)
- Understanding rights and responsibilities as a young adult
- Building independence, confidence and self-advocacy
- Developing practical skills for adult life, including personal safety planning

Teaching Approaches for Post-16
- Small-group or 1:1 sessions where needed
- Visual supports, simplified explanations and communication scaffolds
- Trauma-informed strategies to maintain emotional safety
- Opportunities for discussion, reflection and real-life application
- Clear, neutral vocabulary aligned with safeguarding expectations

Inclusivity and Accessibility
Post-16 RSE is fully inclusive and adapted for students with SEND. Staff ensure that:
- Content is accessible, relevant and respectful
- Students feel safe, supported and able to engage
- Teaching reflects diverse identities, experiences and family structures
- Students are empowered to make informed, safe decisions as they move into adulthood

Post-16 confidentiality and sexual health signposting
Post-16 students will be offered confidential information and signposting to local sexual health services. Staff will explain the limits of confidentiality (safeguarding exceptions) and will, with consent where appropriate, refer students to local clinics, Brook or other youth services. The RSE Lead maintains an up-to-date list of local services and referral pathways.

16. Safeguarding Links

RSE is a core safeguarding tool and is fully aligned with:
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- The school's Safeguarding & Child Protection Policy
- The school's Online Safety Policy
- The school's Behaviour & Relationships Policy

Safeguarding Principles in RSE
- Students are taught the correct vocabulary for body parts to support clear communication.
- Students understand the difference between safe, unsafe and unwanted touch.
- Students are taught how to recognise unsafe situations and how to seek help.
- Staff respond to disclosures or concerns immediately and appropriately.
- Content is delivered in a way that avoids re-traumatisation and prioritises emotional safety.
- Staff remain alert to signs of distress, avoidance or dysregulation during lessons.

Safeguarding disclosures during RSE
Any disclosure, concern or safeguarding disclosure arising from RSE lessons must be recorded immediately on

Schools recording system – CPOMS and reported to the Designated Safeguarding Lead (DSL) without delay. Staff must follow the Safeguarding & Child Protection Policy; the RSE Lead will liaise with the DSL to ensure appropriate multi-agency referrals and support are in place.

17. Responding to Questions (Agreed Procedure and Use of Language)

Staff respond to questions in a way that is safe, factual, developmentally appropriate and emotionally attuned. We recognise that pupils may use a wide range of vocabulary at home or with peers, and that curiosity is a normal part of growing up. Our approach ensures that pupils feel heard, respected and supported, while also maintaining a consistent, safeguarding-aligned language framework across the school.

Use of Language

- Staff introduce and model a safe, neutral and agreed vocabulary for discussing bodies, relationships and personal safety.
- Pupils' home language or peer language is acknowledged without judgement, and staff gently guide pupils toward the school-agreed terminology that is appropriate, respectful and understood by all.
- In line with the National Curriculum for Science (Key Stages 2–4), pupils are taught the correct names for external body parts, including genitalia. This supports clarity, confidence and safeguarding, ensuring pupils can describe concerns or experiences in an unambiguous way.
- Staff negotiate language sensitively, ensuring pupils understand why certain words are used in school and how this helps keep everyone safe.

How Staff Respond to Questions

- Staff answer questions honestly and factually, using clear, neutral language and avoiding unnecessary detail.
- Responses are tailored to the pupil's developmental stage, emotional readiness and communication needs.
- If a question falls outside the planned curriculum, staff provide a brief, safe response and revisit the topic at an appropriate time if needed.
- Staff remain alert to signs of discomfort, distress or dysregulation and adapt their approach accordingly.
- Any question or disclosure that raises a safeguarding concern is followed up immediately in line with the school's Safeguarding and Child Protection Policy.

Creating a Safe Environment for Questions

- Pupils are encouraged to ask questions in ways that feel comfortable for them, including whole-class discussion, small groups, 1:1 conversations or digital formats where appropriate.
- Staff create an atmosphere where curiosity is welcomed, and pupils feel safe, supported and free from judgement.
- Visual supports, simplified explanations, social stories and additional adults are used to ensure accessibility for pupils with SEND.
- Staff ensure that discussions remain respectful and inclusive, recognising the diverse experiences, identities and family structures within our school community.

Accessibility and Inclusivity

- All content is adapted to meet the needs of pupils with SEND, including through visual aids, repetition, simplified language and regulation support.
- Pupils are taught in settings that best support their understanding — this may include whole-class lessons, small groups, targeted sessions or 1:1 teaching.
- Staff ensure that all pupils feel emotionally safe, able to engage with key messages and confident to seek help when needed.

Accessible delivery and reasonable adjustments
RSE materials will be provided in Widgit symbol format, large print, audio, simplified text and Makaton on request. Staff will use social stories, visual scripts and 1:1 scaffolded sessions for pupils with communication needs. Requests for alternative formats should be made to the RSE Lead; the school will arrange adjustments within **5 school days** where practicable.

Closing Statement
The Guild Hall School is committed to working in partnership with pupils, families and external professionals to promote strong, consistent attendance. We recognise that every pupil's circumstances are unique, and we approach attendance with empathy, high expectations and a focus on removing barriers so that every pupil can thrive. By maintaining clear systems, celebrating progress and responding swiftly to concerns, we ensure that attendance remains a shared responsibility rooted in safeguarding, wellbeing and aspiration. Through this collective commitment, we create the conditions for pupils to feel safe, valued and ready to engage fully in their learning.

This policy is reviewed annually and updated in line with DfE guidance, safeguarding requirements, and school priorities.

Appendix 1

Parent/Carer Letter Template – Relationships and Sex Education Teaching This Term

Dear Parents and Carers,

This term, pupils at The Guild Hall School will be taking part in a series of Relationships and Sex Education (RSE) lessons as part of our Personal, Social, Health and Economic (PSHE) curriculum. These sessions are carefully planned to be age-appropriate, trauma-informed and fully inclusive, ensuring that all pupils can access the content safely and confidently.

RSE plays an important role in helping our pupils understand their bodies, build healthy relationships, develop personal safety skills and make informed choices as they grow. Lessons will be delivered by trained staff and will reflect our school values of Respect, Independence, Confidence, Achievement, Perseverance and Kindness.

What will be covered;
This term's content will include:
- Friendships, families and trusted relationships
- Personal boundaries, consent and safe/unsafe touch
- Growing up, body changes and personal hygiene
- Understanding emotions and managing feelings
- Online safety and recognising unsafe situations
- (If applicable) Basic biological information about puberty and human development

All teaching will use neutral, agreed vocabulary and will be adapted to meet the needs of children with SEND through visuals, simplified explanations, small-group work and regulation support.

Working in partnership with you
We believe that RSE is most effective when school and home work together. If you would like to see the lesson materials or discuss how we teach these topics, please contact us and we will be happy to share resources or arrange a conversation.

Right to withdraw
Parents and carers have the right to withdraw their child from the non-statutory elements of Sex Education. This does not include:

- Relationships Education
- Health Education
- Statutory Science content

If you wish to request withdrawal from the non-statutory elements, please complete the form below or contact the school directly to discuss this further. We will always work with you to ensure that your decision is fully informed and that your child continues to feel included and supported.

Withdrawal Request (Non-Statutory Sex Education Only)

Child's Name: _____
Class: _____
Parent/Carer Name: _____
I request to withdraw my child from:
☐ Non-statutory Sex Education sessions this term
Reason (optional): _____

Signature: _____ Date: _____

If you have any questions or would like to talk through the content in more detail, please do get in touch. We are committed to ensuring that every child feels safe, respected and supported throughout these sessions.

Kind regards

[Name]
[Role]
The Guild Hall School

Appendix 2:

Parent/Carer Letter Template – Secondary Including Post-16 RSE

Dear Parents, Carers and Post-16 Students,

This term, students at The Guild Hall School, including those in our Post-16 provision, will be taking part in a series of Relationships and Sex Education (RSE) lessons as part of our PSHE and Preparing for Adulthood curriculum. These sessions are carefully planned to be age-appropriate, trauma-informed and fully inclusive, ensuring that all students can access the content safely and confidently.

RSE plays an important role in helping our students understand their bodies, build healthy relationships, develop personal safety skills and make informed choices as they grow. For Post-16 students, this also includes supporting independence, confidence, and preparation for adult life.

Lessons will be delivered by trained staff and will reflect our school values of Respect, Independence, Confidence, Achievement, Perseverance and Kindness.

What will be covered (including Post-16)

Key Stage 3–4
- Friendships, families and trusted relationships
- Personal boundaries, consent and safe/unsafe touch
- Growing up, body changes and personal hygiene
- Understanding emotions and managing feelings
- Online safety and recognising unsafe situations
- (If applicable) Basic biological information about puberty and human development

Post-16
Post-16 students will explore these themes at a more mature, developmentally appropriate level, including:
- Healthy adult relationships and communication
- Consent, boundaries and personal autonomy
- Online safety, digital footprints and managing risk
- Sexual health awareness (non-statutory)
- Understanding personal rights, safety and accessing support
- Preparing for adulthood: confidence, independence and wellbeing
- Respectful relationships in the workplace, community and online

All teaching will use neutral, agreed vocabulary and will be adapted to meet the needs of children and young people with SEND through visuals, simplified explanations, small-group work and regulation support.

Working in partnership with you

We believe that RSE is most effective when school, home and pupils work together. If you would like to see the lesson materials or discuss how we teach these topics, please contact us and we will be happy to share resources or arrange a conversation.

Right to withdraw (KS3–4 only)

Parents and carers have the right to withdraw their child from the non-statutory elements of Sex Education in Key Stage 3 and 4. This does not include:

- Relationships Education
- Health Education
- Statutory Science content

Post-16

Students aged 16 and above cannot be withdrawn by parents/carers, but they may choose to opt out of the non-statutory elements themselves. We will always discuss this sensitively with the student to ensure they feel supported and informed.

If you wish to request withdrawal (KS3–4) or discuss Post-16 participation, please complete the form below or contact the school directly.

Withdrawal Request (Non-Statutory Sex Education Only)

Child's Name: _____
Class/Year Group: _____
Parent/Carer Name: _____

I request to withdraw my child from:
☐ Non-statutory Sex Education sessions this term
Reason (optional): _____

Signature: _____ Date: _____

If you have any questions or would like to talk through the content in more detail, please get in touch. We are committed to ensuring that every pupil feels safe, respected and supported throughout these sessions.

Kind regards,

[Name]
[Role]
The Guild Hall School

Appendix 3:

Withdrawal, Pupil Opt-In Rights and Parental Access to RSE Materials

This appendix provides clear guidance for parents, carers, pupils and staff on **withdrawal from non-statutory Sex Education**, **pupil opt-in rights**, and **parental access to RSE curriculum materials**. It supports compliance with the Independent School Standards (ISS), DfE Statutory Guidance (2020), and safeguarding expectations.

1. Parental Access to RSE Materials
Parents and carers have the right to request access to RSE curriculum materials, including:

- lesson plans
- resources
- visual supports
- social stories
- example teaching materials

How to request access:

- Requests must be made in writing to the RSE Lead.
- The school will respond within **5 school days**.
- Materials will be provided in an accessible format within **10 school days**.
- Where a parent requests a meeting to discuss content, the school will offer a meeting within **10 school days**.

Purpose of access: This ensures parents feel informed, reassured and able to support their child's learning at home. Staff will answer questions factually, calmly and in line with safeguarding expectations.

2. Withdrawal from Non-Statutory Sex Education
Parents and carers **cannot withdraw** their child from:

- Relationships Education
- Health Education
- Online safety
- Safeguarding-related content
- Science curriculum reproduction content

Parents **can request withdrawal** from **non-statutory Sex Education**, specifically content that goes beyond the science curriculum.

Withdrawal process: When a parent requests withdrawal:

1. The Headteacher (or delegated senior leader) will meet with the parent within **10 school days**.
2. The request and outcome will be recorded on the pupil's file.
3. Alternative, meaningful learning will be provided.
4. A reintegration plan will be agreed if the pupil later returns to lessons.
5. Withdrawal decisions will be reviewed annually or sooner if the pupil's needs change.

Safeguarding note: The school will always act in the best interests of the pupil, considering emotional safety, developmental readiness and safeguarding needs.

3. Pupil Right to Opt Into Sex Education at Age 15

In line with statutory requirements, **a pupil has the legal right to opt into Sex Education from their 15th birthday**, specifically **three academic terms before they turn 16**, even if their parents or carers have previously requested withdrawal or do not consent. This right applies only to **non-statutory Sex Education**.

When a pupil chooses to opt in:

- The school must respect and facilitate the request.
- The Headteacher will meet with the pupil to ensure they feel safe and understand the content.
- Parents/carers will be informed of the pupil's decision.
- SEND-specific adaptations will be provided (visuals, simplified language, regulation breaks, 1:1 support).
- The pupil will be supported to reintegrate into lessons confidently and safely.

This statutory right ensures young people can access essential learning that supports their wellbeing, safety and preparation for adulthood.

4. Alternative Arrangements for Withdrawn Pupils

If withdrawal is agreed:

- Pupils will receive **alternative, meaningful learning** (e.g., emotional wellbeing, safety, communication skills).
- Pupils will **not be isolated** or made to feel excluded.
- Staff will ensure the pupil feels safe, respected and supported.
- Adaptations will be made to maintain emotional safety and predictability.

5. Re-Engagement

Parents may reverse a withdrawal decision at any time. The school will support a smooth transition back into lessons, ensuring:

- emotional safety
- SEND-appropriate scaffolding
- clear routines
- predictable support

6. Communication and Record-Keeping

All withdrawal requests, opt-in decisions, meetings and outcomes will be:

- recorded securely
- stored on the pupil's file
- shared with relevant staff on a need-to-know basis
- monitored by the RSE Lead and DSL for safeguarding implications

7. SEND-Inclusive Practice

All decisions relating to withdrawal or opt-in will consider:

- communication needs
- sensory profiles
- trauma histories
- emotional regulation
- developmental readiness
- safeguarding vulnerabilities

Adaptations may include:

- Widgit symbols
- Makaton

- AAC
- social stories
- visual scripts
- regulation breaks
- simplified language
- 1:1 scaffolding
- pause/opt-out options

8. Purpose of This Appendix

This appendix ensures:

- clarity for parents and carers
- compliance with ISS and statutory guidance
- safeguarding alignment
- SEND-inclusive practice
- transparency in rights, processes and expectations

It supports The Guild Hall School's commitment to delivering safe, respectful, trauma-informed and developmentally appropriate RSE for all pupils.