

The Levett School



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Positivity | Determination | Reflection | Integrity

Relationships, Sex Education, Health Education and PSHE Policy

<i>Policy agreed by Management Committee on:</i>	
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<i>Allocated Group/Person to Review:</i>	SENDCO
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1. Statement of Intent

At The Levett School, we recognise that PSHE education plays an important role in preparing pupils for life, supporting their wellbeing, developing their independence and helping them to establish safe, respectful and healthy relationships.

Our PSHE curriculum is designed specifically for pupils in Years 1–7 who may have experienced disrupted education and who may have social, emotional, mental health and/or special educational needs and disabilities.

The curriculum provides pupils with the knowledge, understanding, skills and vocabulary they need to:

- understand themselves and their emotions;
- develop positive relationships;
- recognise and manage feelings;
- keep themselves and others safe;
- understand their physical and mental health;
- develop independence and self-care skills;
- make informed and responsible choices;
- understand respectful behaviour and personal boundaries;
- develop resilience and confidence;
- navigate online and wider social environments safely;
- understand their place within their family, school and wider community;
- develop economic wellbeing and an understanding of the world of work;
- prepare for successful transition and adulthood.

The statutory elements of Relationships Education, Relationships and Sex Education (RSE) and Health Education are incorporated within the wider PSHE curriculum.

The school's curriculum is informed by the PSHE Association Programme of Study and the PSHE Association Planning Framework for Pupils with SEND. The SEND framework is adapted by The Levett School to reflect the needs of our pupils, the mixed-age nature of our classes and the school's curriculum priorities.

The school has developed medium-term plans for teachers to plan from. These translate the agreed curriculum into a clear sequence of learning and provide teachers with the knowledge, learning objectives and suggested activities required to deliver consistent and appropriately sequenced PSHE provision.

The curriculum is therefore consistent across the school while allowing teachers to adapt teaching to pupils' individual starting points, communication needs, SEND, SEMH needs and developmental level.

The school's approach is based on the principle that pupils with SEND are entitled to a high-quality PSHE curriculum which is accessible, meaningful and appropriately ambitious.

2. Legal Framework and Statutory Requirements

This policy has due regard to relevant legislation and statutory guidance, including:

- Education Act 2002;
- Education Act 1996;
- Children and Social Work Act 2017;
- Equality Act 2010;
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Department for Education statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, effective from 1 September 2026;
- National Curriculum programmes of study, including Science;
- Keeping Children Safe in Education;
- relevant safeguarding legislation and statutory guidance.

The current DfE statutory RSHE guidance applies to maintained schools and specifically includes pupil referral units and their management committees. Schools must have regard to the statutory guidance.

The statutory curriculum requirements are incorporated within the school's wider PSHE curriculum.

For pupils receiving primary education, Relationships Education and Health Education are statutory.

For pupils receiving secondary education, Relationships and Sex Education and Health Education are statutory.

The school's PSHE curriculum also includes wider non-statutory content, including economic wellbeing, careers education, citizenship, personal development and preparation for adulthood.

3. Aims and Objectives

The PSHE curriculum aims to support pupils to become increasingly:

- safe;
- healthy;
- respectful;
- resilient;
- independent;
- responsible;
- emotionally aware;
- confident in seeking help;
- able to make informed decisions.

The curriculum will enable pupils to:

1. develop an understanding of themselves and their individual strengths and needs;
2. recognise, communicate and manage emotions;
3. develop healthy and respectful relationships;
4. understand personal space, boundaries and consent;
5. recognise unsafe situations and know how to seek help;
6. understand physical health, mental wellbeing and healthy lifestyles;
7. understand changes associated with growing and puberty;
8. develop safe behaviours online and offline;
9. recognise inappropriate, harmful or discriminatory behaviour;
10. understand the importance of respect and equality;
11. develop financial awareness and economic wellbeing;
12. develop knowledge of careers and the world of work;
13. develop independence and preparation-for-adulthood skills;
14. develop confidence in making positive choices;
15. understand how to access appropriate support from trusted adults and services.

4. The Levett School Context

The Levett School is a pupil referral unit providing education for pupils in Years 1–7.

Pupils may arrive at the school with a range of previous educational experiences and individual needs. Some pupils may have experienced disrupted education, difficulties with relationships, emotional regulation, attendance, behaviour or engagement, alongside identified or emerging SEND.

The PSHE curriculum therefore has an important role in supporting pupils to develop the personal knowledge and practical skills required to access education successfully and participate positively in wider society.

Teaching will take account of:

- pupils' developmental level;
- prior learning and experiences;
- communication and language needs;
- cognition and learning needs;
- social, emotional and mental health needs;
- autism and other neurodevelopmental needs;
- sensory needs;
- literacy levels;
- individual safeguarding vulnerabilities;
- previous experiences of trauma or disruption where known and appropriate;
- pupils' individual EHCP outcomes and identified needs;
- preparation for transition and future pathways.

Where pupils have gaps in prior learning, the curriculum may revisit earlier content rather than relying solely on chronological age.

The school will maintain high expectations while adapting the way in which learning is taught to ensure accessibility.

5. Curriculum Organisation and Planning

The curriculum is organised around the six themes within the PSHE Association Planning Framework for Pupils with SEND:

1. Self-awareness
2. Self-care, support and safety
3. Managing feelings
4. Changing and growing
5. Healthy lifestyles
6. The world I live in

These themes provide the underlying structure for the school's curriculum.

The school has adapted the PSHE Association SEND framework to reflect:

- the age range of pupils at The Levett School;
- mixed-age classes;
- pupils' SEND and SEMH needs;
- pupils' starting points;
- identified safeguarding priorities;
- the school's curriculum priorities;
- transition and preparation for adulthood;
- the needs of the local and wider community.

The school has developed medium-term plans (MTPs) which teachers use as the basis for lesson planning.

The MTPs:

- identify the sequence of learning;
- identify key knowledge and vocabulary;
- identify intended learning outcomes;
- identify appropriate activities and learning experiences;
- identify opportunities for repetition and consolidation;
- support consistency between classes;
- identify where statutory RSHE content is addressed;
- provide opportunities for adaptation;
- support assessment of pupils' developing knowledge and understanding.

Teachers are expected to plan from the school's agreed medium-term plans rather than creating separate curriculum sequences independently.

Teachers remain responsible for adapting the planned learning to the pupils they teach.

Where appropriate, teachers may revisit, simplify, extend or deepen content in response to pupils' starting points and assessment information.

6. The PSHE Association SEND Planning Framework

The school uses the PSHE Association Planning Framework for Pupils with SEND as the principal framework informing curriculum design.

The framework is particularly appropriate for The Levett School because it supports PSHE education for pupils with a range of SEND and enables statutory RSHE content to be incorporated alongside wider PSHE learning.

The framework is organised around six core themes and provides progressive learning opportunities.

The Levett School has adapted the framework rather than using it as a fixed scheme of work.

The adaptation reflects the school's:

- mixed-age classes;
- cohort profile;
- SEMH provision;
- pupil starting points;
- curriculum priorities;
- safeguarding needs;
- transition requirements.

The school's medium-term plans provide the teacher planning structure.

Individual lesson planning provides the classroom-level adaptation.

This ensures that curriculum consistency and individualisation are balanced.

7. Curriculum Content and Progression

The curriculum provides progressive learning across the following areas.

7.1 Self-awareness

Pupils learn to:

- recognise their strengths and areas for development;
- understand their identity;
- recognise personal preferences and interests;
- develop self-confidence;
- understand what makes them unique;

- recognise when they need help;
- identify trusted adults;
- communicate their needs.

7.2 Self-care, Support and Safety

Pupils learn to:

- care for themselves;
- recognise safe and unsafe situations;
- understand personal space and boundaries;
- identify trusted adults;
- seek help appropriately;
- understand basic first aid and emergency responses;
- keep themselves safe online;
- protect personal information;
- recognise risks associated with online activity;
- understand how to report concerns.

7.3 Managing Feelings

Pupils learn to:

- recognise and name emotions;
- understand how emotions affect behaviour;
- develop strategies for managing feelings;
- recognise when feelings are becoming difficult to manage;
- seek support;
- develop resilience;
- understand mental wellbeing;
- recognise when they or others may need additional support.

7.4 Changing and Growing

Pupils learn about:

- growing and developing;
- changes to the body;
- puberty;
- personal hygiene;
- relationships;
- personal boundaries;
- respectful behaviour;
- families and friendships;
- consent and permission;
- healthy relationships;
- age-appropriate aspects of reproduction and sexual health.

7.5 Healthy Lifestyles

Pupils learn about:

- healthy eating;
- physical activity;
- sleep;
- personal hygiene;
- dental health;
- medicines;
- drugs, alcohol and tobacco;
- physical health;
- mental health;
- managing screen time and online activity;
- accessing appropriate health support.

7.6 The World I Live In

Pupils learn about:

- families and communities;
- friendships;
- respect and diversity;
- rights and responsibilities;
- rules and laws;
- citizenship;
- environmental responsibility;
- money and economic wellbeing;
- careers;
- the world of work;
- digital citizenship;
- preparing for greater independence.

8. Relationships Education, RSE and Health Education

The school incorporates statutory Relationships Education, RSE and Health Education within its wider PSHE curriculum.

The curriculum is sequenced so that pupils revisit essential knowledge and skills as they progress through Years 1–7.

Relationships Education

Pupils are taught about:

- families and people who care for them;
- friendships;

- respectful relationships;
- online relationships;
- personal boundaries;
- privacy;
- seeking permission;
- recognising inappropriate behaviour;
- bullying;
- discrimination;
- stereotypes;
- seeking help;
- maintaining safe relationships.

Health Education

Pupils are taught about:

- mental wellbeing;
- emotional wellbeing;
- physical health;
- healthy lifestyles;
- physical activity;
- healthy eating;
- sleep;
- hygiene;
- dental health;
- medicines;
- drugs, alcohol and tobacco;
- internet safety and online harms;
- basic first aid;
- changes associated with puberty;
- help-seeking and accessing support.

RSE

For pupils receiving secondary education, the school provides age- and developmentally appropriate RSE in accordance with statutory requirements.

Content is taught sensitively and progressively and may include:

- healthy relationships;
- respectful relationships;
- boundaries;
- consent;
- peer pressure;
- online relationships;
- sexual harassment;
- sexual violence;
- exploitation;

- reproductive health;
- contraception;
- sexually transmitted infections;
- pregnancy;
- sexual health;
- pornography and online sexual content;
- seeking help and accessing support.

The school will consider pupils' age, developmental level, SEND and individual circumstances when determining how content is taught.

9. Sex Education

The school recognises the distinction between Relationships Education, Health Education and sex education.

Pupils will receive the statutory Science curriculum relating to human development and reproduction.

Where sex education is delivered beyond statutory Science requirements, this will be planned as part of the school's RSE curriculum and taught in accordance with statutory guidance.

The school will ensure that content is:

- age-appropriate;
- developmentally appropriate;
- factually accurate;
- accessible to pupils with SEND;
- sensitively delivered;
- consistent with safeguarding requirements;
- clearly sequenced.

Teachers will use appropriate language and resources and will not introduce content beyond the intended learning outcome.

Questions arising during lessons will be answered sensitively and in accordance with the school's agreed approach to PSHE and RSE.

10. Teaching and Learning

PSHE is taught through a range of teaching approaches appropriate to pupils' needs.

These may include:

- explicit teaching;
- teacher modelling;
- discussion;
- questioning;

- role play;
- scenarios;
- stories;
- videos;
- practical activities;
- visual resources;
- structured conversation;
- individual reflection;
- collaborative activities;
- rehearsal of practical skills.

Teaching will follow the Levett Learning Cycle where appropriate:

Teach

The teacher explicitly teaches the knowledge, vocabulary, concept or skill.

Guided Practice

Pupil's practise and apply their learning with appropriate adult support, questioning and feedback.

Independent Practice

Pupils demonstrate their understanding or apply their learning with increasing independence.

Teachers will provide sufficient repetition and rehearsal to support pupils to retain and generalise important knowledge.

Where appropriate, learning will be revisited across different contexts so that pupils can apply their understanding beyond the classroom.

11. Adaptive Teaching and SEND

The school recognises that pupils with SEND may require different approaches to access the same curriculum entitlement.

Adaptation may include:

- visual supports;
- simplified or clarified language;
- symbols;
- modelling;
- structured choices;
- repetition;
- pre-teaching vocabulary;

- chunking;
- alternative methods of communication;
- sensory adaptations;
- additional processing time;
- practical learning;
- role play and rehearsal;
- reduced cognitive load;
- carefully selected resources;
- additional adult support.

Adaptation will provide access to learning without unnecessarily lowering expectations.

Teachers will consider whether adult support is increasing pupils' access and independence or creating unnecessary dependency.

Where a pupil has an individual communication, behaviour or support plan, this will inform PSHE teaching where relevant.

Pupils will not be excluded from PSHE because of their SEND.

12. Safeguarding, Sensitive Issues and Confidentiality

PSHE provides opportunities for pupils to learn how to recognise risk, seek help and keep themselves and others safe.

Some curriculum content may result in pupils disclosing safeguarding concerns.

PSHE lessons are not confidential spaces.

Teachers must not promise pupils absolute confidentiality.

Pupils will be taught, in an age-appropriate way, that staff may need to share information if there is a concern about their safety or the safety of another person.

Any disclosure or safeguarding concern must be reported in accordance with the school's Child Protection and Safeguarding Policy.

The DSL will be informed where a disclosure or concern meets safeguarding thresholds.

Sensitive issues will be planned and delivered carefully. This includes, where appropriate:

- abuse;
- neglect;
- harmful sexual behaviour;
- sexual harassment;
- sexual violence;
- self-harm;
- suicide and suicide prevention;

- exploitation;
- domestic abuse;
- online abuse;
- pornography;
- drugs and alcohol.

Teachers will not use resources which provide unnecessary or instructional detail about harmful behaviours.

Where a pupil raises a question that cannot appropriately be answered in the whole-class setting, the teacher may explain that the question will be discussed separately.

The school will maintain appropriate professional boundaries and will not require pupils to disclose personal experiences as part of classroom activities.

13. Consultation with Parents and Carers

The school recognises parents and carers as important partners in supporting pupils' personal development.

Parents and carers will be provided with information about the school's PSHE and RSHE curriculum.

This may include:

- curriculum overviews;
- information about statutory content;
- information about the school's approach to RSE;
- opportunities to ask questions;
- opportunities to provide feedback.

Parents and carers may contact the school if they have questions about curriculum content.

The school will consider feedback from parents and carers when reviewing the curriculum while maintaining its statutory responsibilities and professional judgement.

The school will communicate significant changes to the PSHE/RSE curriculum where appropriate.

14. Withdrawal from Sex Education

Relationships Education and Health Education are statutory and parents/carers do not have the right to withdraw their child from these aspects of the curriculum.

For pupils receiving secondary education, parents/carers may request that their child is withdrawn from some or all sex education delivered as part of RSE, in accordance with statutory requirements.

This does not include content which forms part of the statutory Science curriculum, from which pupils cannot be withdrawn.

Requests for withdrawal will be considered by the Headteacher in accordance with statutory guidance.

The Headteacher will discuss the request with the parent/carer and, where appropriate, the pupil.

Where a pupil is withdrawn, the school will provide appropriate and purposeful education during the period of withdrawal.

The school will also ensure that pupils are aware of their statutory rights in relation to sex education as they approach the relevant age.

15. Equality, Diversity and Accessibility

The school is committed to providing an inclusive PSHE curriculum.

The curriculum will be delivered in accordance with the Equality Act 2010.

Pupils will be taught to:

- respect themselves and others;
- recognise and challenge discrimination;
- understand diversity;
- develop respectful relationships;
- recognise stereotypes;
- understand that people and families may be different;
- behave respectfully towards others.

The school will make reasonable adjustments where required to ensure that pupils with SEND can access the curriculum.

Teaching will be adapted to pupils' developmental and communication needs.

Where topics involve protected characteristics or differences between people, teaching will be factual, age-appropriate and consistent with statutory requirements.

The school will provide a safe environment in which pupils can ask questions and discuss differences respectfully.

16. Roles and Responsibilities

Management Committee

The Management Committee is responsible for:

- approving this policy;

- ensuring the school meets its statutory responsibilities;
- ensuring appropriate resources and staffing are available;
- challenging and supporting the school regarding curriculum quality;
- monitoring the effectiveness of the provision.

Headteacher

The Headteacher is responsible for:

- overall implementation of this policy;
- ensuring statutory requirements are met;
- ensuring appropriate staffing and resources;
- ensuring staff receive appropriate training;
- ensuring safeguarding procedures are followed;
- considering parental withdrawal requests;
- reporting on curriculum effectiveness to the Management Committee.

PSHE Lead / Well-Being Manager

The PSHE Lead is responsible for:

- leading the development of PSHE;
- maintaining the curriculum overview;
- maintaining and reviewing the school's medium-term plans;
- ensuring statutory RSHE content is appropriately incorporated;
- supporting teachers with curriculum planning;
- ensuring resources are appropriate;
- monitoring curriculum implementation;
- monitoring assessment and pupil progress;
- gathering pupil voice;
- coordinating staff training;
- reporting curriculum strengths and areas for development to SLT.

Teachers

Teachers are responsible for:

- planning from the school's agreed medium-term plans;
- adapting teaching to pupils' needs;
- delivering PSHE consistently and effectively;
- maintaining high expectations;
- assessing pupils' learning;
- responding appropriately to questions;
- following safeguarding procedures;
- recording and reporting safeguarding concerns;
- contributing to curriculum evaluation.

SENDCo

The SENDCo will:

- support staff to adapt PSHE provision for pupils with SEND;
- advise on accessibility and reasonable adjustments;
- support teachers to understand individual pupil needs;
- contribute to curriculum development where SEND needs are identified;
- support effective use of adult support;
- contribute to monitoring the accessibility and impact of the curriculum.

Teaching Assistants

Teaching assistants will:

- support access to PSHE learning;
- reinforce teacher instruction;
- use agreed communication and support strategies;
- avoid unnecessary adult dependency;
- promote pupil participation and independence;
- respond appropriately to safeguarding concerns.

17. Staff Training

Staff will receive appropriate training to support effective PSHE delivery.

Training may include:

- PSHE curriculum expectations;
- statutory RSHE requirements;
- teaching pupils with SEND;
- sensitive and controversial issues;
- safeguarding;
- harmful sexual behaviour;
- online safety;
- mental health and wellbeing;
- self-harm and suicide awareness;
- appropriate language and terminology;
- responding to disclosures;
- effective adaptation.

Staff will be provided with appropriate curriculum guidance and access to the school's medium-term plans and agreed resources.

Where staff require additional subject knowledge or support, this will be identified through monitoring, appraisal, subject leadership or professional development.

18. External Visitors and Contributors

External visitors may contribute to PSHE where their expertise adds value to the school's planned curriculum.

The school will ensure that:

- appropriate safeguarding checks are completed;
- the visitor's credentials and suitability are established;
- the content supports the school's curriculum;
- resources are reviewed in advance;
- content is age- and developmentally appropriate;
- SEND accessibility is considered;
- the visitor understands the school's safeguarding procedures;
- the teacher remains responsible for the session.

External visitors will complement, rather than replace, the school's planned curriculum.

19. Assessment

Assessment in PSHE will focus on pupils' developing knowledge, understanding and ability to apply learning.

Assessment will not normally require pupils to disclose personal experiences.

Teachers will use assessment information to:

- identify prior knowledge;
- identify misconceptions;
- identify gaps;
- inform future teaching;
- identify pupils requiring additional support;
- recognise progress;
- inform curriculum development.

Assessment may include:

- questioning;
- discussion;
- observation;
- pupil responses;
- practical demonstration;
- scenario-based activities;
- pupil reflection;
- completed work;
- retrieval activities;
- teacher assessment against intended learning outcomes.

The school will use appropriate assessment approaches from the PSHE Association SEND framework where relevant.

Assessment will recognise that pupils may demonstrate progress through increasing:

- knowledge;
- understanding;
- communication;
- confidence;
- application;
- independence;
- ability to seek help;
- ability to make safe and respectful choices.

20. Monitoring and Quality Assurance

The PSHE Lead will monitor the quality and impact of PSHE provision through a range of activities.

These may include:

- lesson drop-ins;
- lesson observations;
- learning walks;
- planning scrutiny;
- medium-term plan reviews;
- work scrutiny;
- pupil voice;
- staff voice;
- assessment information;
- curriculum coverage checks;
- resource audits;
- review of safeguarding themes;
- review of behaviour and wellbeing information where relevant.

Monitoring will consider:

Curriculum

- Is the planned curriculum being delivered?
- Is statutory RSHE content covered?
- Is learning appropriately sequenced?
- Are mixed-age classes receiving appropriately adapted learning?
- Does planning build on prior knowledge?

Teaching

- Is PSHE taught explicitly?

- Are pupils actively engaged?
- Is teaching adapted appropriately?
- Are sensitive issues handled safely?
- Are pupils given opportunities to practise and apply learning?
- Does teaching promote increasing independence?

Impact

- Do pupils remember important knowledge?
- Can pupils apply learning to relevant situations?
- Can pupils identify how to keep themselves safe?
- Can pupils identify trusted adults and appropriate sources of help?
- Are pupils developing greater confidence and independence?
- Does pupil voice indicate that learning is relevant and accessible?

Monitoring findings will inform the school's wider quality assurance and school development processes.

21. Curriculum Links

PSHE is linked with other areas of the Levett curriculum where this strengthens pupils' understanding.

Science

Including:

- the human body;
- growth and development;
- puberty;
- reproduction;
- health.

Computing

Including:

- online safety;
- digital citizenship;
- personal information;
- online communication;
- online risks and harms.

PE

Including:

- physical activity;

- healthy lifestyles;
- physical wellbeing;
- teamwork.

Careers

Including:

- strengths and interests;
- aspirations;
- employment;
- workplace behaviours;
- careers awareness;
- preparation for future pathways.

English

Including:

- vocabulary;
- communication;
- discussion;
- reading;
- expressing opinions;
- understanding different perspectives.

Wider Personal Development

PSHE contributes to:

- spiritual, moral, social and cultural development;
- preparation for adulthood;
- safeguarding;
- behaviour;
- attendance and engagement;
- independence;
- community participation.

22. Policy Links

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- SEND Policy;
- Equality Policy;

- Online Safety Policy;
- Harmful Sexual Behaviour Policy;
- SEMH Policy;
- Attendance Policy;
- Curriculum Policy;
- Careers Education and Guidance;
- Intimate Care Policy;
- Health and Safety Policy.

23. Monitoring and Review

This policy will be reviewed annually by the PSHE Lead / Well-Being Manager and Headteacher.

The policy will also be reviewed when:

- statutory guidance changes;
- legislation changes;
- significant curriculum changes are made;
- safeguarding priorities change;
- monitoring identifies a need for amendment;
- feedback from pupils, parents or staff identifies a significant issue.

The Management Committee is responsible for approving the policy.

Any substantive changes will be communicated to staff and, where appropriate, pupils and parents/carers.

Appendix 1 – Withdrawal request information

Dear Parent/Carer,

Year 7 Relationships and Sex Education

As part of our Year 7 PSHE curriculum, pupils will be undertaking age- and developmentally appropriate Relationships and Sex Education (RSE).

The curriculum forms part of the school's statutory secondary RSE and Health Education provision and has been planned using the PSHE Association Planning Framework for Pupils with SEND, which has been adapted by The Levett School to meet the needs of our mixed-age provision and pupils with SEND.

The school's medium-term plans provide the basis for teachers' lesson planning and identify the knowledge and skills pupils are expected to develop.

The planned learning will include topics such as:

- healthy and respectful relationships;
- friendships and peer relationships;
- personal boundaries;
- consent and permission;
- recognising pressure and manipulation;
- sexual harassment and sexual violence;
- online relationships and online sexual content;
- puberty and reproductive health;
- contraception and prevention of sexually transmitted infections;
- pregnancy;
- seeking help and accessing appropriate support.

Teaching will be factual, age-appropriate and sensitive to pupils' developmental needs. Lessons will not require pupils to share personal experiences.

We recognise that pupils at The Levett School may have additional communication, learning, emotional or safeguarding needs. Teaching will therefore be adapted appropriately while maintaining the intended learning and statutory curriculum entitlement.

Withdrawal from sex education

Relationships Education and Health Education are statutory and pupils cannot be withdrawn from these aspects of the curriculum.

Parents/carers may request that their child is withdrawn from some or all sex education delivered as part of RSE, in accordance with statutory guidance. This does not include content forming part of the statutory Science curriculum, from which pupils cannot be withdrawn.

If you would like to discuss the content or have questions about how it will be taught, please contact the school.

If you wish to request withdrawal from sex education, please contact the Headteacher so that the request can be discussed with you and, where appropriate, your child.

We encourage parents and carers to talk to their child about relationships, growing up, safety and wellbeing alongside the learning taking place in school.

Yours sincerely,

Emma Place
SENDCo / Curriculum Lead
The Levett School