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Policy Framework:	Policy framework provided centrally for use by schools with minimal amendment to the core text Changes **must** be made to the text where indicated

Relationships & Sex Education (RSE) Policy Framework

Jennett's Park CE Primary

Approved by:	**Education Quality Standards & Safeguarding**
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Adopted by school:	**Jennett's Park CE Primary**
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This policy framework sets out the approach to relationships and sex education (RSE) across ODST.
The appendices have been adapted to reflect the circumstances in our school.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

ODST schools follow the National Curriculum. This includes the elements of sex education contained in the science curriculum.

All ODST schools, must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a school within ODST, we teach RSE as set out in this policy.

3. Policy development

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

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

4. Definition

In regards to Sex Education, we aim to teach within the Rainbow Values and the Christian understanding that sex is a normal part of life that God has given us. Whilst we use Sex Education to inform children about sexual issues, we do this regarding matters of morality and individual responsibility and in an age-appropriate manner. Sensitivity and respect are shown to all children when teaching about personal relationships, and RSE is taught in a way that ensures there is no stigmatisation on children based on their home/personal circumstances.

At Jennett's Park CE Primary School, RSE is defined as learning about physical, moral and emotional development, love and care towards others, and about the teaching of relationships and sex (where age appropriate). Through the teaching of RSE children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding that will enable them to make informed decisions about their wellbeing. This also incorporates the learning about personal space and privacy.

For the purpose of this policy:
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.

5. Curriculum

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

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

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

6. Delivery of RSE

At Jennett's Park, we aim:

- To meet the requirements of RSE set by the DfE.
- To help and support children through physical, emotional and moral development.
- For the children to have the confidence and understanding to approach their relationships in a positive way.
- For children to have respect for their own bodies and for those of others.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To enable children to live confident and healthy lives.
- To help children understand the changes that occur to the human body when growing into adults.
- To help children understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy.
- For the children to develop a respect for the views of other people.
- For the children to understand what they should do if they are worried about any aspect of sex or sexuality.

RSE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. This is taught progressively by class teachers once a week for a minimum of 40 minutes from Nursey to Year 6. In PSHE children learn about relationships, including different types of families, and discuss parts of the body and how they work. PSHE is a very discussion-based subject where children are encouraged to freely discuss any worries arising from the issues taught. Within our curriculum we are empathetic to national and local issues. We will always be sensitive to emerging trends and the need to respond flexibly to situations that arise.

RSE is also taught through other subject areas, including, but not limited to science, Physical Education (PE) and Religious Education (RE). This occurs where we feel that these subjects contribute significantly to a child's knowledge and understanding of his or her own body and how it changes and develops.

In science lessons, we follow the National Curriculum for science which includes how animals and humans, move, feed, grow and reproduce, as well as the main external parts of the body. In Key Stage 2 we teach about life processes and the main stages of the human life cycle, including changes during puberty.

In PE lessons, we follow the GetSet4PE scheme of learning. Children develop an understanding of how their bodies move and of healthy living and ensures that they develop the competence to excel in a range of physical activities.

In RE lessons, we follow the Discovery RE and Understanding Christianity schemes of work. Children will learn about the beliefs and values of different religions that underpin commitment to each other (including marriage) and support the nurture and care of children in the family.

In each year group (Nursery to Year 6) children discuss issues of safeguarding linked to personal space and privacy as appropriate. The school utilises the NSPCC guidance and other resources to promote children's awareness of these issues in an age-appropriate manner. The teachers sensitively ensure children understand appropriate touch and the boundaries that should exist linked to the private areas of their body. They build an understanding of their level of control over their bodies and from Year 4.

https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/



Using the correct scientific words for parts of your body is an expectation in our school. To protect children from harm it is essential that they can use the right words to define their own and others body's. We deal with this sensitively and factually.

In our school children learn about:

- Developing the skills to have positive relationships with friends and family.
- An understanding that families/relationships set-ups.
- Exercise and personal hygiene
- To identify some basic facts about puberty (Year 4)
- To explore how puberty is linked to reproduction (Year 4)
- Identify the changes that occur during puberty. (Year 5 only)

In Year 6 children learn about:

- Developing the skills to be effective in relationships.
- The different types of relationship, including marriage and those between friends and families. Children are made aware that different family set-ups exist.
- How the body changes during puberty.
- How a baby is conceived and born.
- Messages of sexuality developed in the media. In particular the portrayal of over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.
- An understanding of what Female genital Mutilation is.

For a detailed breakdown of Year 5 and 6 see Appendix 1.

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Throughout each year group we will use appropriate material to assist learning, such as:
- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

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

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

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

Agreed resources or materials will be formally assessed prior to use and following the suggested texts and resources from PSHEC networks. All new materials will be approved by the PSHE lead in conjunction with Phase leads.
At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

The subject leader for PSHE and RSE, and the headteacher are responsible for the effective delivery of the RSE curriculum. The monitoring of RSE is carried out by the subject leader who informs the head teacher who regularly reports to the school's Governors.

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting

sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

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

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The board of trustees

The board of trustees, delegated to the Education Quality Standards and Safeguarding Committee, will approve the RSE policy framework, and hold the headteacher to account for its implementation through local governing bodies.

8.1 The Local Governing Body (LGB)

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

The LGB will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs Savage safeguarding@jennetts.bonitas.org.uk

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
You should include names/roles of those responsible for teaching and/or leading RSE in your school.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

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

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

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by the Local Governing Body through the usual monitoring programme agreed. Insert details of monitoring arrangements, such as planning scrutiny, learning walks, etc.

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

This policy framework will be reviewed by the EQSI committee of the trust board every 3 years. At every review, the school's policy will be approved by LGB.

12. Appendix 1: Curriculum map

Relationships and sex education curriculum map

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns or objections.

PSHCE | Jennett's Park

Families and Relationships	Health and Wellbeing	Economic Wellbeing	Citizenship	Safety and the Changing Body
· Families · Friendships · Differences we have · Stereotypes	· Exercise · Healthy living · Cleanliness and hygiene · Emotions and mindset	· Listening skills · Follow instructions · Money · Influences and priorities	· Rules · Teamwork · Belonging · Democracy	· Diversity · Trusted adults · Personal details · Emergencies · Puberty

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Relationships			
Nursery	Autumn	- To build relationships with adults and other children - To recall the names of those in their class - To begin to reflect relationships with adults and other children - To identify important and special people in our lives - To recognise and celebrate special people in our lives - To explore and understand that different emotions may be felt when parents/carers leave	
Reception	Autumn	- To build relationships with adults and other children - To recall the names of those in their class - To explain the importance and role of special people in our lives - To explore and understand that different emotions may be felt when parents/carers leave	
Year 1	Autumn	- To identify places and people who make us feel safe - To explain why these places and people make us feel safe	
Year 2	Autumn	- To identify different types of bullying and how it makes people feel	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		- To explain what to do if you are being bullied or witness something which you feel uncomfortable about - To understand what conflict is - To explain what to do if a conflict escalates - To explain how to resolve a conflict	
Year 3	Autumn	- To explain the difference between unkindness and bullying - To identify different types of bullying and explain what to do if you witness something you feel uncomfortable about - To explain what conflict is and ways of resolving conflict - To understand the definition of respect and know that you can respect someone you disagree with - To know that a person has the right to say what they like and dislike	
Year 4	Autumn	- To understand the role of the bully, bystander and victim in a bullying scenario - To identify different types of bullying and explain what to do if you witness something which you feel uncomfortable about	
Year 5	Autumn	- To explain what peer pressure is and know ways to challenge it - To explain the possible repercussions of feeling excluded - To know where to turn in times of unhappiness or when witnessing something you are unsure about - To explain what makes a situation fair or unfair	
Year 6	Autumn	- To explore physical and emotional behaviour in relationships - To explore positive and negative ways of communicating in a relationship - To recognise and explain different forms of bullying - To know where to turn in times of unhappiness or when witnessing something you are unsure about	
Health and Wellbeing & Safety and the Changing Body			

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R	Autumn and summer	- To take part in NSPCC PANTS sessions - Begin to learn scientific names	
Year 1	Autumn and summer	• To take part in NSPCC PANTS sessions • Continue to learn scientific names	
Year 2	Autumn and summer	• To understand the right to say no to unwanted touch • To identify the differences between males and females • To explore how the differences between males and females are part of the lifecycle • To be able to name different body parts	
Year 3	Autumn and summer	• To fully articulate the NSPCC PANTS rules • FGM link • To know you have the final say and consent over your body • To know that 'no touch' is a rite of passage	
Year 4	Autumn and summer	• To understand that every individual, no matter what their gender, should be treated with equal respect and opportunities • FGM link	
Year 5	Autumn and summer	• Identify the changes that occur during puberty. • To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.	
Year 6	summer	Session 1 • To consider the physical and emotional changes that take place as boys go through puberty. • To address the concerns and worries of young boys. • To make girls more aware of the changes that occur as boys become young men. Session 2 • To consider the physical and emotional changes that take place as girls go through puberty. • To address the concerns and worries of young women. • To make boys more aware of the changes that occur as girls become young women. Session 3 • To explain how babies are conceived. • To explain how a baby develops in the womb during pregnancy and how babies are born. • To consider the needs of babies before and after birth. • How babies are born (*Footage of a live birth)	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• To enable children to reflect on roles and relationships in the family. • To explore the idea of relationships, including friendships, parent-child and family relationships and the expression of these relationships, including sexual relationships. Session 4: • To consider how sex is presented in the media. • To consider sexual stereotyping. • To reassure pupils that their changing emotions are a normal aspect of puberty. • An understanding of what Female Genital Mutilation is. There will be an opportunity to explore questions the children may have in single sex groups.	
'Diversity and equality' objectives (including those related to LGBT) across the school from our PSHE curriculum:			
Nursery	Aut	- To understand that there are different types of families - To explore gender stereotypes	
Reception	Aut / Summer	- To understand that there are different types of families - To explore gender stereotypes	
Year 1	Aut / Summer	- To explore different types of families	
Year 2	Aut / Summer	- To explore gender stereotypes	
Year 3	Aut / Summer	- To explore different types of families and who to go to for help and support - To explore gender stereotypes	
Year 4	Aut / Spring	- To understand how gender stereotypes can label people - To explain how to break gender stereotypes - To understand aspects of discrimination - To understand that every individual, no matter what their gender, should be treated with equal respect and opportunities	
Year 5	Aut / Spring	- To explore gender stereotypes - To explain why it is important to challenge gender stereotypes	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Aut / Spring	- To understand and explain similarities and differences between different people - To understand and explain how we might disagree and respect different people - To understand the possible repercussions of feeling excluded - To challenge gender stereotypes	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe

	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sourcesHow to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

14. Appendix 3: Parent/carer form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom