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Relationships and Sex Education Policy

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**Approved by Helen Anderson, Chair of Local Governing
Body, February 2024**



Osborne
Co-operative Academy Trust

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1. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, as well as learning about well-being, relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

In primary school, RSE provides and enables children to gain the skills required to recognise and make informed choices and decisions about their own lives. RSE helps create positive attitudes, values and beliefs and enables children to learn how to respect themselves and others, therefore building positive, enjoyable, respectful and non-exploitive relationships. This supports them in ensuring they know how to stay safe both online and offline.

2. Aims

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils for puberty, and give them a developmentally-appropriate understanding of physical, emotional and sexual development and the importance of health and hygiene
- Teach pupils standard vocabulary to describe themselves and their bodies
- Create a positive culture around issues of relationships and sexuality

RSE is taught at Warren through not only Citizenship, Personal, Social and health Education (CPSHE) but also other areas of the curriculum including science and computing.

At Warren we use a CPSHE programme which builds on familiar themes each year from Early Years through to Year 6. This whole-school approach allows the areas covered to build on children's prior knowledge and integrates PSHE with the elements of social, moral, spiritual and cultural development as well as the Science and computing curriculum.

Pupils are taught at an age/ maturity appropriate level and adapted as necessary to be inclusive for children with SEND. The school's ethos is to ensure an environment where children feel safe and comfortable to learn and ask questions.

This policy reflects the statutory requirements of the [Relationships and sex education \(RSE\) and health education \(last updated 2021\)](#).

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. (Secretary of State Foreward)

3. Statutory requirements

At Warren, the governors and staff acknowledge that children need to have self-awareness and self-confidence. They need to be able to make informed choices, which will support them in building positive and healthy relationships as well as recognising ways to keep themselves safe. Children need to have an awareness of their own body and have an understanding about changes that happen to them.

At Warren, as a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We must offer all pupils a curriculum that is equivalent to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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

4. Policy development

Following the publication of the Relationships and sex education (RSE) and health education originally published in 2019 our policy was re-written in line with recommendations and parents, carers and staff consulted.

Additional revisions will be shared with parents, carers, staff and governors and feedback sought.

5. Curriculum

There are four main aims for teaching RSE within the context of Primary School CPSHE:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)

- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner. The school will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on preparing pupils for the changes that adolescence brings and human conception and birth. For more information about our current curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is mainly taught through CPSHE lessons by the class teacher although we may also use professionals from Health and other appropriate agencies to support the delivery of elements of the CPSHE curriculum.

Biological aspects of RSE are taught as part of the science curriculum, and other aspects are included in Computing and religious education (RE).

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 relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, and acknowledging that families exist in many different forms including single parent families, LGBT parents/carers, families headed by grandparents, other relatives, adoptive parents or foster parents/carers, step parents, amongst other structures. We will also recognise and reflect sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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

It is likely that pupils will ask school adults questions which go beyond what is set out in the curriculum. Staff should try to anticipate questions that may arise and have some ready prepared responses. Such queries or concerns may be shared with parents and carers as appropriate. If a member of staff is unsure how to respond they should always seek advice before answering.

6.1 Inclusivity

It is important that our school ethos of inclusion is reflected when teaching RSE. As a school we are aware that some pupils can be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

It is therefore our responsibility to ensure that every child is given the best chance of having opportunities and achieving positive outcomes when making life choices by making sure their learning is at an age and /or developmentally appropriate level that is accessible for them.

When planning for RSE lessons the teachers will adapt the learning to suit the individual needs of the pupils. This may be in relation to the specific content taught, resources used or additional support given.

We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them and aims to be sensitive to all pupils' experiences. During lessons we will endeavor to make pupils feel safe and supported and able to engage with the key messages.

We will also ensure that pupils learn about these topics in an environment that is appropriate for them, for example in a whole-class setting, small groups / targeted sessions, 1-to-1 discussions, digital formats. Staff will give careful consideration to the level of adaptation needed.

6.2 Use of resources

The materials used to support the teaching of RSE are primarily from the Jigsaw scheme alongside other appropriately agreed resources overseen by the CPSHE leader (eg The Health and Safety Executive's [Busy Bodies programme](#)). RSE resources are available for sharing with parents/carers. We will always assess and review each resource to ensure that it is appropriate for the age and maturity of pupils and sensitive to their needs. By consulting and sharing resources with parents and carers, this can be both reassuring and also enables them to continue the conversations started in class at home.

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 appropriate to the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

Children will be introduced, at appropriate stages, to the correct terminology in their programme of RSE education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct standard anatomical terms will be used for teaching purposes.

7. Use of external organisations

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

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

We **will** make appropriate checks and engage with external agencies to make sure that their approach to teaching and any materials and resources are in line with the ethos of the school and policy.

We will endeavour to ensure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.

We will review any case study materials and look for feedback from other people with whom the agency has worked.

8. Roles and responsibilities

8.1 The Local Governing Body

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 ensuring that RSE is taught consistently across the school, for ensuring that this policy is adhered to. The headteacher is responsible for managing requests to withdraw pupils from any non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

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

All teaching staff are expected to participate in the teaching of RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSE and treat others with respect and sensitivity.

9. Right to be Excused

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

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

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

10. Training

RSE is part of the school curriculum and is included in our continuing professional development.

11. Monitoring arrangements

The delivery of RSE is monitored by the CPSHE lead through ongoing scrutiny of plans, pupil voice and floor books. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the CPSHE lead at least every 3 years. At every review, the policy will be approved by the Local Governing Body and parents, carers and staff will be consulted as part of the process.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

We currently use the published scheme “Jigsaw” to support the delivery of our RSE curriculum.

The themes taught across the school are the same for each year group from the Foundation Stage in Reception through to Year 6.

Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Each theme is split into “puzzle pieces” which form a set of 6 lessons for each half term, these are as follows.
The majority of RSE is taught through the Relationships (puzzle 5) and Changing Me (puzzle 6) themes.

Foundation Stage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle 1	Puzzle 2	Puzzle 3	Puzzle 4	Puzzle 5	Puzzle 6
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle 1	Puzzle 2	Puzzle 3	Puzzle 4	Puzzle 5	Puzzle 6
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Piece 1 - Special and Safe Piece 2 - My Class Piece 3 - Rights and Responsibilities Piece 4 - Rewards and Feeling Proud Piece 5 – Consequences Piece 6 - Owning our Learning Charter	Piece 1 - The same as ... Piece 2 – Different from ... Piece 3 - What is ‘bullying’? Piece 4 What do I do about bullying? Piece 5 - Making new Friends Piece 6 Celebrating difference; celebrating me	Piece 1 - My Treasure Chest of Success Piece 2 - Steps to Goals Piece 3 - Achieving Together Piece 4 - Stretchy Learning Piece 5 - Overcoming Obstacles Piece 6 - Celebrating My Success	Piece 1 - Being Healthy Piece 2 - Healthy Choices Piece 3 - Clean and Healthy Piece 4 - Medicine Safety Piece 5 - Road Safety Piece 6 - Happy, Healthy Me	Piece 1 – Families Piece 2 - Making Friends Piece 3 - Greetings Piece 4 - People Who Help Us Piece 5 - Being My Own Best Friend Piece 6 - Celebrating My Special Relationship	Piece 1 - Life Cycles Piece 2 - Changing Me Piece 3 - My Changing Body Piece 4 – Boys’ and Girls’ Bodies Piece 5 - Learning and Growing Piece 6 - Coping with Changes

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle 1	Puzzle 2	Puzzle 3	Puzzle 4	Puzzle 5	Puzzle 6
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Piece 1 - Hopes and Fears for the Year Piece 2 - Rights and Responsibilities Piece 3 - Rewards and Consequences Piece 4 - Rewards and Consequences Piece 5 - Our Learning Charter Piece 6 - Owning our Learning Charter	Piece 1 - Boys and girls Piece 2 - Boys and girls Piece 3 - Why does bullying happen? Piece 4 - Standing up for myself and others Piece 5 - Making a new friend Piece 6 - Celebrating difference and still being friends	Piece 1 - Goals to Success Piece 2 - My Learning Strengths Piece 3 - Learning with Others Piece 4 - A Group Challenge Piece 5 - Continuing Our Group Challenge Piece 6 - Celebrating Our Achievement	Piece 1 - Being Healthy Moral Piece 2 - Being Relaxed Piece 3 - Medicine Safety Piece 4 - Healthy Eating Piece 5 - Healthy Eating Piece 6 - The Healthy Me Café	Piece 1 - Families Piece 2 - Keeping Safe - exploring physical contact Piece 3 – Friends and Conflict Piece 4 - Secrets Piece 5 - Trust and Appreciation Piece 6 - Celebrating My Special Relationships	Piece 1 - Life Cycles in Nature Piece 2 - Growing from Young to Old Piece 3 - The Changing Me Piece 4 - Boys’ and Girls’ Bodies Piece 5 - Assertiveness Piece 6 - Looking Ahead

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle 1	Puzzle 2	Puzzle 3	Puzzle 4	Puzzle 5	Puzzle 6
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Piece 1 - Getting to Know Each Other Piece 2 -Our Nightmare School Piece 3 - Our Dream School Piece 4 - Rewards and Consequences Piece 5 - Our Learning Charter Piece 6 - Owing our Learning Charter	Piece 1 - Families Piece 2 - Family conflict Piece 3 - Witness and feelings Piece 4 - Witness and solutions Piece 5 - Words that harm Piece 6 - Celebrating difference: compliments	Piece 1 - Dreams and Goals Piece 2 - My Dreams and Ambitions Piece 3 - A New Challenge Piece 4 - Our New Challenge Piece 5 - Our New Challenge - Overcoming Obstacles Piece 6 - Celebrating My Learning	Piece 1 - Being Fit and Healthy Piece 2 - Being Fit and Healthy Piece 3 - What Do I Know about Drugs? Piece 4 - Being Safe Piece 5 - Being Safe at Home Piece 6 -My Amazing Body	Piece 1 Family Roles and Responsibilities Piece 2 - Friendship Piece 3 - Keeping Myself Safe Piece 4 -Being a Global Citizen 1 Piece 5 - Being a Global Citizen 2 Piece 6 - Celebrating My Web of Relationships	Piece 1 - How Babies Grow Piece 2 - Babies Piece 3 - Outside Body Changes Piece 4 - Inside Body Changes Piece 5 - Family Stereotypes Piece 6 - Looking Ahead

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle 1	Puzzle 2	Puzzle 3	Puzzle 4	Puzzle 5	Puzzle 6
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Piece 1 - Becoming a Class 'Team' Piece 2 - Being a School Citizen Piece 3 - Rights, Responsibilities and Democracy Piece 4 - Rewards and Consequences Piece 5 - Our Learning Charter Piece 6 - Owning our Learning Charter	Piece 1 - Judging by Appearances Piece 2 - Understanding Influences Piece 3 - Understanding Bullying Piece 4 - Problem-solving Piece 5 - Special Me Piece 6 - Celebrating Difference: how we look	Piece 1 Hopes and Dreams Piece 2 - Broken Dreams Piece 3 - Overcoming Disappointment Piece 4 - Creating New Dreams Piece 5 - Achieving Goals Piece 6 - We Did It!	Piece 1 - My Friends and Me Piece 2 - Group Dynamics Piece 3 - Smoking Piece 4 - Alcohol Piece 5 – Healthy Friendships Piece 6 - Celebrating My Inner Strength and Assertiveness	Piece 1- Relationship Web Piece 2 - Love and Loss Piece 3 - Memories Piece 4 – Are Animals Special? Piece 5 - Special Pets Piece 6 - Celebrating My Relationships with People and Animals	Piece 1 - Unique Me Piece 2 - Having a Baby Piece 3 - Girls and Puberty Piece 4 - Circles of Change Piece 5 -Accepting Change Piece 6 - Looking Ahead

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle 1	Puzzle 2	Puzzle 3	Puzzle 4	Puzzle 5	Puzzle 6
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Piece 1 - My Year Ahead Piece 2 - Being Me in Britain Piece 3 - Year 5 Responsibilities Piece 4 - Rewards and Consequences Piece 5 - Our Learning Charter Piece 6 - Owning our Learning Charter	Piece 1 Different cultures Piece 2 - Racism Piece 3 - Rumours and name-calling Piece 4 - Types of bullying Piece 5 - Does money matter? Piece 6 - Celebrating difference across the world	Piece 1 - When I Grow Up (My Dream Lifestyle) Piece 2 - Investigate Jobs and Careers Piece 3 - My Dream Job. Why I want it and the steps to get there Piece 4 - Dreams and Goals of Young People in Other Cultures Piece 5 - How We Can Support Each Other Piece 6 - Rallying Support	Piece 1 - Smoking Piece 2 Alcohol Piece 3 - Emergency Aid Piece 4 - Body Image Piece 5 - My Relationship with Food Piece 6 - Healthy Me	Piece 1 - Recognising Me Piece 2 - Getting On and Falling Out Piece 3 - Girlfriends and Boyfriends Piece 4 - Girlfriends and Boyfriends Piece 5 - Relationships and Technology Piece 6 - Relationships and Technology	Piece 1 - Self and Body Image Piece 2 - Puberty for Girls Piece 3 - Puberty for Boys Piece 4 - Conception Piece 5 - Looking Ahead Piece 6 - Looking Ahead to Year 6

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle 1	Puzzle 2	Puzzle 3	Puzzle 4	Puzzle 5	Puzzle 6
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Piece 1- My Year Ahead Piece 2 - Being a Global Citizen 1 Piece 3 - Being a Global Citizen 2 Piece 4 - The Learning Charter Piece 5 - Consequences Piece 6 - Owning our Learning Charter	Piece 1 - Am I Normal? Piece 2 - Understanding Disability Piece 3 - Power Struggles Social Piece 4 - Why Bully? Piece 5 - Celebrating Difference Piece 6 - Celebrating Difference	Piece 1 - Personal Learning Goals Piece 2 - Steps to Success Piece 3 - My Dream For the World Piece 4 - Helping to Make a Difference Piece 5 - Helping to Make a Difference Piece 6 - Recognising Our Achievements	Piece 1 - Food Piece 2 - Drugs Piece 3 – Alcohol Piece 4 - Emergency Aid Piece 5 - Emotional and Mental Health Piece 6 - Managing Stress	Piece 1 - My Relationship Web Piece 2 - Love and Loss 1 Piece 3 - Love and Loss 2 Piece 4 - Power and Control Piece 5 - Being Safe with Technology 1 Piece 6 - Being Safe with Technology 2	Piece 1 - Self and Body Image Piece 2 - Puberty Piece 3 - Girl Talk/Boy Talk Piece 4 - Babies - Conception to Birth Piece 5 - Attraction Piece 6 - Transition to Secondary School

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent/carer form: to request withdrawal from sex education within RSE

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

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