

# Relationships and Sex Education Policy

## Graiseley Primary School



**Approved by:**

Draft Policy will be approved by governors following parent consultation.

**Date:** December 2021

**Last reviewed on:**  
**December 2021**

**Next review due by:**  
**September 2022**

## Contents

1. Aims.....	3
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	4
5. Curriculum.....	4
6. Delivery of RSE.....	5
7. Roles and responsibilities.....	7
8. Parents' right to withdraw.....	7
9. Training.....	8
10. Monitoring arrangements.....	8
Appendix 1: Curriculum map.....	9
Appendix 2: By the end of primary school pupils should know.....	19
Appendix 2: By the end of secondary school pupils should know.....	<b>Error! Bookmark not defined.</b>
Appendix 3: Parent form: withdrawal from sex education within RSE.....	22

---

## **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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the school's ethos of nurture, respect and meeting pupils' emotional aspects of learning
- Support parents and the community to educate children around all aspects of RSE from an informed and educated perspective
- Prevent harm from lack of age appropriate education of all aspects of RSE

## **2. Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Graiseley Primary School we teach RSE as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. 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 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**

As a maintained primary school we will focus on relationship education and sex education in relation to Science curriculum content. Puberty lessons will take place in Year's 4, 5 and 6 in collaboration with the school nurse. 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**

Relationship's 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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health Economic (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

#### **Our Primary sex education will focus on:**

- How a baby is conceived and born.

As part of the statutory Physical and Health Education children will learn about changing adolescent body

This includes:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

## 6. Delivery of RSE

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). Pupils also receive stand-alone sex education sessions delivered with support from the School Nurse service.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 4, 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care, alongside tailored sessions carried out by the school nurse. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 6, prior to any sex education lessons that are non-statutory, to discuss this programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

A range of teaching methods which involve children and young people's full participation are used to teach sex and relationship education. These include use of (choose from following list) small group work, circle time, energisers, ice breakers, bingo, the media, DVDs, discussions, case studies/scenarios, drama and role-play, conscience alley, hot seating, ground rules, value continuums, four corners, ask it basket, question boxes, quizzes, carousel, rounds, and mind mapping

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

Our Relationship and Sex Education aims to promote the following:

### **Attitudes and values:**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of the children.
- Learning the value of respect, love, and care.
- Exploring, considering, and understanding moral dilemmas; developing critical thinking as part of decision making.

**Encourage students to:**

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another
- The personal beliefs and attitudes of staff delivering SRE will not influence the teaching of sex and relationships education in this school.

**Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitivity.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of differences and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

**Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions, and relationships.

Pupil's needs will be differentiated for through consideration of the most appropriate delivery, i.e whole class approach, small groups, one to one or other groupings dependent on the needs of the children at the time, and in particular, considering any special additional needs the children may have.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

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

### **7.3 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 wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. (Please see section 8 - parents' right to withdraw)

All Classteachers and Higher Level Teaching Assistants are responsible for teaching RSE at Graiseley with the support of teaching assistants.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

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

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

## **9. 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/PSHE lead 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE leader through:

- monitoring arrangements, such as planning scrutinises, learning walks, book scrutinises, pupil interviews.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Cartwright, annually. At every review, the policy will be approved by the headteacher, with any significant changes approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

#### Year Group – Year 1

TERM	TOPIC/THEME DETAILS	RESOURCES
Spring 2	<p><b>Families and People who care about me:</b></p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• Learn about people who care for them e.g. parents, siblings, grandparents, relatives, friends, teachers.</li> <li>• The importance of telling someone and how to tell someone, if they are worried about something in their family.</li> </ul>	<p>LGBTQ Love and Respectful Relationships Workshop</p> <p>Medway Public Health Directorate – Primary RSE lessons</p>
Summer 1	<p><b>Caring Friendships:</b></p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul> <p><b>Respectful Relationships:</b></p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul> <p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>	<p>Lesson 1 p10 Medway Year 1 and 2</p> <p>SID2019 Ages 3-7 Lesson Plan for ages 5-7</p> <p>The Underpants Rule NSPCC Pants Rule</p>



## Year Group – Year 2

TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn 2	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right               <ul style="list-style-type: none"> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> </li> </ul>	See SEAL ‘Getting on and Falling Out’
Summer 1	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> </ul>	<p>NSPCC\NSPCC PANTS resources ‘The PANTS Rules’ ‘The Trust List’</p> <p>Pupil E-safety agreement</p> <p>SID2019 Education Packs for 3-7 year olds</p>

TERM	TOPIC/THEME DETAILS	RESOURCES
Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	See SEAL Relationships

## Year Group – Year 3

TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn 2	<p><b>Friendships and families:</b></p> <ul style="list-style-type: none"> <li>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</li> <li>That being part of a family provides support, stability and love.</li> <li>Learn about different ways that people can care for each other e.g. giving encouragement or support on times of difficulty.</li> </ul>	<p>Medway KS2            MedwayYear3/Lesson1(pp9-12)            Coram Life Education – The Adoptables Schools Toolkit</p> <p>NSPCC Making Sense of Relationships/Lesson2(pp2-4)            NSPCC Making Sense of Relationships/Lesson3(pp4-5)            *links to SEAL: Getting on, Falling out</p>
Summer 1	<p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> <li>Explain what love and respect mean.</li> </ul> <p><b>Respecting ourselves and others</b></p>	<p>Think you know Website            Safer Internet Website            Google and Parent Zone KS2 internet safety resource</p> <p>Premier League Primary Stars – KS2            Behaviour/relationship Do the right thing</p>

## Year Group – Year 4

TERM	TOPIC/THEME DETAILS	RESOURCES
Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> </ul> <p>The importance of self-respect and how this links to their own happiness</p> <ul style="list-style-type: none"> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</li> </ul> <p>The importance of respecting others, even when they are very different from them</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> </ul>	<p>KS2 – Changing Friendships lesson plan 2</p> <p>Powerpoint KS2 – On gender</p> <p>Trust me primary lesson plan 1</p>

**Year Group – Year 5**

TERM	TOPIC/THEME DETAILS	RESOURCES
Summer 1	<p><b>Families and people who care about me</b></p> <ul style="list-style-type: none"> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> <p><b>Caring Relationships</b></p> <ul style="list-style-type: none"> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p>PCSO covered some of this.</p> <p>Premier League – Primary Stars Behaviour/Relationships. Do the right thing: developing values</p> <p>Coram Life Education – The Belonging Toolkit’ upper KS2 single and double lessons.</p>

TERM	TOPIC/THEME DETAILS	RESOURCES
	<p><b>Online Relationship</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>	<p>Guardian foundation and National Literacy Trust – Newswise</p> <p>City of London Police – Cyber Detectives</p> <p>NSPCC /KS2 / Lesson plan 3</p>

## Year Group - 6

TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn Term 2	<p><b>Respectful relationships:</b></p> <ul style="list-style-type: none"> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• To recognise that everyone should be treated equally.</li> <li>• What discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> </ul>	<p>Premier League – Primary Stars Behaviour/Relationships. Do the right thing: developing values</p> <p>Coram Life Education – The Belonging Toolkit' upper KS2 single and double lessons.</p>
Summer 1	<p><b>Online relationships:</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How information and data is shared and used online</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> </ul>	<p>NSPCC- Making sense of relationships- KS2-lesson plan 3-healthy online relationships</p> <p>City of London Police – Cyber Detectives</p> <p>Trust me-primary-lesson plan 1 Trust me-primary-lesson plan 2</p>

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

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

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
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	