

ST JOHN AND ST JAMES C OF E PRIMARY SCHOOL



Relationships and Sex Education Policy

| Document Information | | | |
|----------------------|----------|------------------|------------------|
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VISION & VALUES OF ST JOHN AND ST JAMES

Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.

'I have come that they may have life, and have it to the full'.

John 10 verse 10

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Rationale

At St John and St James CE Primary School we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning. This is reflected in our school vision and values: Jesus said, 'I have come that you may have life, life to the full.' John 10:10.

Intent

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility in delivering a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum, for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

At St John and St James we will:

- 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 children to make decisions to keep themselves safe

2. Statutory requirements

As a maintained Church of England 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 human biology 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 St John and St James CE Primary School we teach RSE as set out in this policy.

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Equal Opportunities Policy
- E-safety Policy
- Visitor Policy

3. Policy development

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

- Review of relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent consultation – parents and any interested parties have had the opportunity to review and look at the resources used to support the teaching of RSE at parents' meetings.
- Pupil consultation – we investigated what exactly pupils want from their RSE curriculum
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

- For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

5. Curriculum

- Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to reflect local needs within the community we serve.
- We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 don't seek answers online.
- The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- When organising the curriculum, the religious backgrounds of all pupils, their developmental stages and any additional needs, such as SEND, will be considered, so that topics covered are taught appropriately.
- Resources are provided through the Jigsaw Program. Additional resources will be formally assessed by the subject leader, before use, to ensure they are appropriate for the age and maturity of the pupils and sensitive to their needs.
- School leaders have also decided that each year, in both Years 5 & 6, an additional workshop will take place for all children, clarifying and exploring their understanding and awareness of 'consent', what this means and why it is important. As part of this we will also understand what constitutes sexual harassment and sexual assault and how to keep ourselves safe. These workshops will be delivered in line with KCSIE 2023 guidelines and the NSPCC tools and resources, as we believe that giving children the information they need prevents misunderstandings, such as those identified in KCSIE 2023.

6. Delivery of RSE

- Every primary school is required to deliver statutory relationships education and health education.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- The relationships and health curriculum is informed by issues in the school and wider community
- 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 in Year 6 receive stand-alone sex education sessions delivered by a trained health professional.

- 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

Relationships, sex and health education has links with the following subjects:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty and reproduction.
- **Computing and ICT** – pupils learn about e-safety, including; how to use technology safely, responsibly, respectfully and securely; how to keep personal information private; how to access help and support.
- **PE** – pupils explore various physical activities; are physically active for sustained periods of time; engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

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) Teaching will reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

The Governors

The governing body will:

- Approve the RSE policy, and hold the headteacher to account for its implementation.
- Ensure all pupils make progress in achieving the expected educational outcomes

- Evaluate the quality of provision
- Ensure the religious ethos of the school is maintained and developed through the subject.

The Headteacher

The headteacher will:

- Ensure that RSE is taught consistently across the school
- Manage requests to withdraw pupils from non-statutory components of RSE (see section 8).
- Ensure staff undertake suitable training
- Keep parents fully informed

The Subject Leader

The subject Leader will:

- Oversee the delivery of the subject
- Ensure resources are up to date, age appropriate and high quality
- Support teachers to deliver an inclusive and accessible curriculum
- Ensure the school meets its statutory requirement in relation to the relationships, sex and health curriculum
- Monitor and evaluate the effectiveness of the subject

Staff

Teaching staff will:

- Deliver RSE in a sensitive way using the Jigsaw Program
- Modelling positive attitudes to RSE
- Ensure they do not express personal views or beliefs when delivering the program
- Monitoring progress
- Responding to the needs of individual pupils, liaising with the SENDCO
- 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.

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. However, all children are taught the elements of human biology contained in the science curriculum.

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 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 Middle leader through:

Learning walks, book and planning scrutinies.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

St John and St James use the Jigsaw program to meet the RSE guidance

| YEAR GROUP | PUZZLE | TOPIC/THEME DETAILS |
|------------|--|---|
| Year 1 | Being Me in my world Autumn 1 Puzzle 1 | Caring friendships Respectful relationships Mental wellbeing |
| | Celebrating difference Autumn 2 Puzzle 2 | Caring friendships Respectful relationships Being safe Mental wellbeing |
| | Dreams and goals Spring 1 Puzzle 3 | Respectful relationships Mental wellbeing Physical health and fitness |
| | Healthy me Spring 2 Puzzle 4 | Mental wellbeing Healthy eating Drugs, alcohol and tobacco Health and prevention |
| | Relationships Summer 1 Puzzle 5 | Families and people who care for me Caring friendships Respectful relationships Being safe Mental wellbeing |
| | Changing me Summer 2 Puzzle 6 | Families and people who care for me Respectful relationships Being safe Mental wellbeing Changing adolescent body https://padlet.com/shanipfsglover/early-years-ks1-z91bntjivfgqri |
| Year 2 | Being Me in my world Autumn 1 Puzzle 1 | Respectful relationships Being safe Mental wellbeing |

| YEAR GROUP | PUZZLE | TOPIC/THEME DETAILS |
|------------|--|--|
| | Celebrating difference Autumn 2 Puzzle 2 | Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms |
| | Dreams and goals Spring 1 Puzzle 3 | Respectful relationships Mental wellbeing Internet safety and harms |
| | Healthy me Spring 2 Puzzle 4 | Being safe Mental wellbeing Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention |
| | Relationships Summer 1 Puzzle 5 | Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms |
| | Changing me Summer 2 Puzzle 6 | Respectful relationships Being safe Mental wellbeing Changing adolescent body https://padlet.com/shanipfsglover/early-years-ks1-z91bntjjvfgqri |

| YEAR GROUP | PUZZLE | TOPIC/THEME DETAILS |
|------------|--|---|
| Year 3 | Being Me in my world Autumn 1 Puzzle 1 | Respectful relationships Online relationships Being safe Mental wellbeing Basic first aid |
| | Celebrating difference Autumn 2 Puzzle 2 | Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Basic first aid Internet safety and harms |
| | Dreams and goals Spring 1 Puzzle 3 | Respectful relationships Being safe Mental wellbeing Physical health and fitness |
| | Healthy me Spring 2 Puzzle 4 | Online relationships Mental wellbeing Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Internet safety and harms Physical health and fitness |

| YEAR GROUP | PUZZLE | TOPIC/THEME DETAILS |
|------------|--|---|
| | Relationships Summer 1 Puzzle 5 | Families and the people who care for me Caring friendships Respectful relationships Online relationships Mental wellbeing Internet safety and harms Mental wellbeing |
| | Changing me Summer 2 Puzzle 6 | Families and the people who care for me Respectful relationships Being safe Mental wellbeing Changing adolescent body Basic first aid Health and prevention Mental wellbeing https://padlet.com/shanipfsglover/year-3-pshe-1zk695vlseag7dk9 |
| Year 4 | Being Me in my world Autumn 1 Puzzle 1 | Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms |
| | Celebrating difference Autumn 2 Puzzle 2 | Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms |
| | Dreams and goals Spring 1 Puzzle 3 | Mental wellbeing Internet safety and harms |

| YEAR GROUP | PUZZLE | TOPIC/THEME DETAILS |
|------------|--|--|
| | Healthy me Spring 2 Puzzle 4 | Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms Physical health and fitness Drugs, alcohol and tobacco Health and prevention |
| | Relationships Summer 1 Puzzle 5 | Families and the people who care for me Caring friendships Respectful relationships Being safe Mental wellbeing |
| | Changing me Summer 2 Puzzle 6 | Families and the people who care for me Caring friendships Being safe Mental wellbeing Health and prevention Changing adolescent body https://padlet.com/shanipfsglover/year-4-pshe-vd9eodpzonf7iwi3 |
| Year 5 | Being Me in my world Autumn 1 Puzzle 1 | Families and the people who care for me Respectful relationships Mental wellbeing |
| | Celebrating difference Autumn 2 Puzzle 2 | Families and the people who care for me Caring friendships Respectful relationships Being safe Mental wellbeing |

| YEAR GROUP | PUZZLE | TOPIC/THEME DETAILS |
|------------|--|---|
| | Dreams and goals Spring 1 Puzzle 3 | Families and the people who care for me Caring friendships Respectful relationships Mental wellbeing |
| | Healthy me Spring 2 Puzzle 4 | Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Basic first aid |
| | Relationships Summer 1 Puzzle 5 | Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms Physical health and fitness Health and prevention |

| YEAR GROUP | PUZZLE | TOPIC/THEME DETAILS |
|------------|--|---|
| | Changing me Summer 2 Puzzle 6 | Families and the people who care for me Online relationships Being safe Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Changing adolescent body https://padlet.com/shanipfsglover/year-5-pshe-7hjsxxi4h34swb Mental wellbeing |
| Year 6 | Being Me in my world Autumn 1 Puzzle 1 | Caring friendships Respectful relationships Being safe Mental wellbeing |
| | Celebrating difference Autumn 2 Puzzle 2 | Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms Physical health and fitness |
| | Dreams and goals Spring 1 Puzzle 3 | Families and the people that care for me Caring friendships Respectful relationships Mental wellbeing |

| YEAR GROUP | PUZZLE | TOPIC/THEME DETAILS |
|------------|---------------------------------------|---|
| | Healthy me Spring 2 Puzzle 4 | Respectful relationships Being safe Mental wellbeing Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention |
| | Relationships Summer 1 Puzzle 5 | Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms Physical health and fitness |
| | Changing me Summer 2 Puzzle 6 | Families and the people that care for me Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing Internet safety and harms Physical health and fitness Health and prevention Changing adolescent body https://padlet.com/glovershani/year-6-pshe-ofg3b370qhowsu4x |

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

Relationships education

| 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 |
| | <ul style="list-style-type: none"> ● 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 |

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|---------------------------------|---|
| <p>Respectful relationships</p> | <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 |
| <p>Online relationships</p> | <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 |
| <p>Being safe</p> | <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 |

Physical Health and Mental Wellbeing

| | |
|---------------------------|---|
| Mental wellbeing | <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate ● the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough |
| Internet safety and harms | <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private ● why social media, some computer games and online gaming, for example, are age restricted ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted ● where and how to report concerns and get support with issues online |

| | |
|-----------------------------|--|
| Physical health and fitness | <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health |
| Healthy eating | <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |
| Health and prevention | <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination |
| Basic First aid | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries |
| Changing adolescent body | <ul style="list-style-type: none"> • 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 |

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 | |
| | |