



Gosford Park Primary School

Relationships and Sex Education Policy

Reviewed and Agreed by Governors: September 2021

Signed by:

R Allen

Headteacher

Date: 1.9.21

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1. Aims

At Gosford Park, we believe that children are all individuals and therefore, we foster an environment of mutual respect, responsibility and nurturing self-esteem in a happy, safe and caring atmosphere. We aim to create an ethos that is rooted in acceptance, kindness, generosity and helpfulness where diversity is accepted and celebrated by all stakeholders. We want children to leave Gosford Park proud of their own personal identity and a sense of belonging and high self-worth. The teaching and learning of RSE at Gosford Park supports and upholds this vision.

The aims of relationships and sex education (RSE) at Gosford Park 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

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 Gosford Park 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 – the PSHE and RSE leaders pulled together all relevant information including relevant national and local guidance with support from an experienced SLE.
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 using a pupil voice activity with support from the class teachers.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, different types of relationships, healthy relationships, different types of family and people who care for us and those who we can trust.
- RSE is also about 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, belief or orientation.
- RSE at Gosford Park scientifically explores the way humans reproduce.
- RSE encourages children to recognise sexual abuse, and what they should do if they are worried about any sexual matters.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Primary sex education at Gosford Park will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. (again, maybe discussion with staff?) agreed

Guidelines for answering pupil questions:

- If a question is too personal, the teacher will remind the pupil of our class charter. If a pupil requires further support, the teacher can refer him or her to the appropriate person, which in the first instance should be the family support worker.
- If a teacher doesn't know the answer to a question, if appropriate the teacher should acknowledge this and suggest that the pupil, the teacher or both together research the question (dependent on content).
- If a question is too explicit, age inappropriate, inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to speak to the child individually. To maintain trust and respect the teacher must remember to speak to the pupil at the earliest opportunity. In the instance of a safeguarding concern, the teacher will follow the schools safeguarding procedures. The teacher will also speak to the parents in a private setting.
- Parent consent to answer age-inappropriate questions?
- Signposting will take part at the end of every session to ensure pupils understand their trusted adults and where to find information in a safe way.

6. Delivery of RSE

RSE at Gosford Park is taught in a variety of contexts:

- Our main delivery of RSE is through our PSHE curriculum, which constitutes:
 - Whole school assembly to launch a question of the week linked to the PSHE focus
 - 1 hour PSHE lesson in class with class teacher following the curriculum map objectives
 - Weekly class assembly focused on a picture/ story from the news that promotes the question of the week and the discussion links to the British values.



- Some aspects of RSE are also taught through other subject areas (e.g. science, PE and computing) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- On some occasions RSE sessions may be blocked in to a day/ week.
- Where appropriate, children may take part in sessions lead by visitors to school where it is felt this will enhance the provision
- Lessons are differentiated appropriately to meet the needs of all children. The SENDCO advises teachers on how to appropriately meet the needs of SEND children.
- Class teachers will ensure that they have the ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them. If they have concerns regarding this then they must report this to a member of the Senior Leadership Team.

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 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).

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). The PSHE leader and wider SLT will support the headteacher in this role.

It is the responsibility of the headteacher, with the support of the PSHE leader to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

Alongside the PSHE leader, the headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

7.3 Staff

Staff are responsible for:

- Timetabling RSE appropriately so that all children in their care receive adequate and appropriate RSE. Timetabling issues should be addressed with the headteacher and are not a valid reason to not teach RSE.
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Establishing an open and supportive environment for children to discuss topics, using the PSHE class charter set up at the beginning of the year to support this
- Monitoring and reporting on children's progress
- Responding to the needs of individual pupils and adapting lessons to support this
- 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.

Class teachers will be responsible for teaching RSE in our school.

7.4 Pupils

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

Pupils are expected to follow the PSHE class charter at all times.

Pupils are encouraged to speak to a trusted adult if they have any concerns or feel uncomfortable discussing a topic. This will be signposted by the class teacher at the end of each lesson.

7.5 Parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- Inform parents and carers about the school's sex education policy and practice and encourage them to be involved in reviewing the school policy,
- Answer any questions that parents or carers may have about the sex education of their child,
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school,
- Inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

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.

At Gosford Park, the non-statutory aspects of PSHE taught are:

- How a baby is conceived.
- Pregnancy and birth.

9. Training

Staff training needs are reviewed by the Headteacher and PSHE leader on an ongoing basis through staff voice, performance management and monitoring arrangements.

The headteacher may 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 SLT and PSHE leaders through learning walks, pupil interviews and school council discussions.

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

This policy will be reviewed by the RSE lead and SLT annually. At every review, the policy will be shared with parents and staff, who will be given the opportunity to express their views. The policy will be approved by the Senior Leadership Team and the school Governors.

11. Linked Policies

This policy links to the following policies and procedures:

- Personal, Social, Health and Economic Education (PSHE) Policy
- Anti-Bullying Policy
- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEN Policy

Relationships and sex education curriculum map (including other aspects of PSHE)




RSE & PSHE Pupil Progression


Autumn 1	Families and relationships	02
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Spring 1	Health and wellbeing	04
Spring 2	Citizenship	05
Sum 1/2	Safety and the changing body	06
Sum 2	Transition	07
Sum 2	Identity (Y6 only)	08

Kapow Primary		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Families and relationships	Family	<ul style="list-style-type: none">Understanding that families can include a range of people and how different members of a family are related to each other	<ul style="list-style-type: none">Learning that families can be made up of different peopleUnderstanding that families offer care, love and support	<ul style="list-style-type: none">Learning that problems can occur in families and that their is help available if needed	<ul style="list-style-type: none">Understanding that families are varied, in the UK and across the world and having respect for these differences	<ul style="list-style-type: none">Understanding that we all have different positive attributes and we should be proud of theseLearning what marriage is and that it is a choice that people makeLearning that sometimes families can make children feel unhappy or unsafe and that there is help available			
Health and wellbeing		Friendships	<ul style="list-style-type: none">To begin to understand the characteristics of positive friendshipsLearning that friendships can have problems but that these can be overcomeExploring friendly behaviours	<ul style="list-style-type: none">Understanding difficulties in friendships and action that can be taken	<ul style="list-style-type: none">Exploring ways to resolve friendship problemsDeveloping an understanding of the impact of bullying and what to do if bullying occurs	<ul style="list-style-type: none">Exploring physical and emotional boundaries in friendshipsExploring different roles related to bullying including victim, bully and bystander	<ul style="list-style-type: none">Understanding that friendships will encounter issues but that this may strengthen themUnderstanding the impact of bullying and what might influence the behaviour of a bully	<ul style="list-style-type: none">Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise	
Safety and the changing body			Respectful relationships	<ul style="list-style-type: none">Learning to recognise how other people show their feelings and how to care for othersExploring the ability to successfully work with different peopleUnderstanding ways to help others	<ul style="list-style-type: none">Learning how other people show their feelings and how to respond to themExploring the conventions of manners in different situationsDeveloping an understanding of self respect	<ul style="list-style-type: none">Understanding what trust is and identifying who I can trustLearning about the effects of non verbal communicationDeveloping listening skillsExploring stereotyping	<ul style="list-style-type: none">Understanding expected courtesy and manners in a range of scenariosUnderstanding how my actions and behaviour affects othersUnderstanding stereotyping	<ul style="list-style-type: none">Learning how stereotypes can be unfair, negative and destructive	<ul style="list-style-type: none">Learning what respect is and that it is part of a relationshipUnderstanding that everyone deserves to be respected but that respect can be lostUnderstanding stereotyping and bullying linked to it
Citizenship				Change and loss		<ul style="list-style-type: none">Exploring how loss and change can affect us		<ul style="list-style-type: none">Learning what bereavement is and how to help someone who has experienced bereavement	
Economic wellbeing									
Transition									
Identity									
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Kapow Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and relationships	<ul style="list-style-type: none"> Developing an understanding of the value of money and how to keep it safe 	<ul style="list-style-type: none"> Understanding the value of money and where it comes from 	<ul style="list-style-type: none"> Understanding that there are different ways to pay for things 	<ul style="list-style-type: none"> Understanding the factors which affect whether something is value for money 	<ul style="list-style-type: none"> Understand how to create a budget based on priorities 	<ul style="list-style-type: none"> Recognising differences in how people deal with money and the role of emotions in this
Health and wellbeing	<ul style="list-style-type: none"> Understanding where money comes from Developing an understanding of how banks work 	<ul style="list-style-type: none"> Developing an understanding of wants and needs Recognising that people make choices about how to spend money 	<ul style="list-style-type: none"> Developing an understanding of budgeting Understanding that money can cause a range of feelings 	<ul style="list-style-type: none"> Understand the importance of tracking money Understanding the impact of losing money 	<ul style="list-style-type: none"> Developing an understanding of borrowing money Beginning to understand income and expenditure 	<ul style="list-style-type: none"> Understanding how to keep bank accounts safe Developing an understanding of gambling
Safety and the changing body	<ul style="list-style-type: none"> Recognising the range of jobs available in school and the skills people need to do these 	<ul style="list-style-type: none"> Developing an understanding of how to select a bank account 	<ul style="list-style-type: none"> Understanding that people have different attitudes to money 	<ul style="list-style-type: none"> Developing an understanding of what might influence job choices 	<ul style="list-style-type: none"> Developing an understanding about risks associated with money 	<ul style="list-style-type: none"> Understanding the routes into different jobs
Citizenship		<ul style="list-style-type: none"> Beginning to understand how people select the job they want to do 	<ul style="list-style-type: none"> Growing understanding of the range of jobs available 	<ul style="list-style-type: none"> Understanding how work can change over time 	<ul style="list-style-type: none"> Understand stereotypes in work and how these can be overcome 	<ul style="list-style-type: none"> Recognising that people change jobs for a number of reasons
Economic wellbeing			<ul style="list-style-type: none"> Understanding the stereotypes which can exist around jobs but that these should not affect people's choices 		<ul style="list-style-type: none"> Understanding the role of money in selecting a job 	
Transition						
Identity						
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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and relationships	Health and prevention	<ul style="list-style-type: none">Understanding the importance of hand hygieneUnderstanding the risks of sun exposure and how to stay safe in the sunDeveloping an understanding of allergies and what to do if someone has an allergic reaction	<ul style="list-style-type: none">Developing an understanding of how to look after my teeth		<ul style="list-style-type: none">Developing independence in looking after my teeth	<ul style="list-style-type: none">Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun	<ul style="list-style-type: none">Understanding ways of preventing illness and the benefits of immunisationDeveloping an understanding of possible signs of illness and some actions I can take
Health and wellbeing							
Safety and the changing body	Physical health and wellbeing	<ul style="list-style-type: none">Exploring health related jobs and people who help to keep us healthyUnderstanding the importance of sleep and positive sleep habitsExploring two different methods of relaxation: progressive muscle relaxation and laughter	<ul style="list-style-type: none">Understanding the importance of exercise and its effect on the bodyUnderstanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation	<ul style="list-style-type: none">Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and restUnderstanding the positive impact of relaxation on the body and learning relaxation stretchesUnderstanding what a balanced diet is and the effects upon mental and physical health	<ul style="list-style-type: none">Identifying what makes me feel calm and relaxed and learning visualization as a tool to aid relaxationUnderstanding the skills needed for different jobs and exploring how my skills can be used to undertake certain jobs and roles	<ul style="list-style-type: none">Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleepUnderstanding the relationship between stress and relaxation and exploring yoga as a technique for relaxation	<ul style="list-style-type: none">Understanding that I have a responsibility to look after my overall health, including, diet, oral hygiene, physical activity, rest and relaxationUnderstanding the factors which contribute to my physical and mental healthIdentifying a range of relaxation strategies and situations in which they would be useful
Citizenship							
Economic wellbeing							
Transition	Mental wellbeing	<ul style="list-style-type: none">Understanding my strengths and qualitiesUnderstanding and describing feelings and emotions	<ul style="list-style-type: none">Recognising an increasing range of feelings and some strategies for managing different emotionsDeveloping empathyIdentifying personal goals and how to work towards themExploring the need for perseverance and developing a growth mindset	<ul style="list-style-type: none">Exploring my identity through the groups I belong toIdentifying my strengths and exploring how I use them to help othersUnderstanding how to overcome problems by breaking them into smaller, achievable steps	<ul style="list-style-type: none">Understanding that it is normal to experience a range of emotionsDeveloping the ability to appreciate the emotions of others in different situationsLearning to take responsibility for my emotions and that I can control some things but not othersDeveloping an understanding of mental health including experiencing problemsDeveloping a growth mindset, acknowledging that mistakes are useful to learning	<ul style="list-style-type: none">Understanding what can cause stress and how to deal with itExploring ways to achieve a goal, setting short-term, medium-term and long-term targetsDeveloping the ability to take responsibility for and manage my feelingsIdentifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success	<ul style="list-style-type: none">Exploring my personal qualities and how to build on themLearning the importance of resilience and developing strategies for being resilient in challenging situationsIdentifying long-term goals and developing a plan as to how to achieve them
Identity							
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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and relationships	Being safe (including online)	<ul style="list-style-type: none"> Understanding how to respond appropriately to adults in a range of settings Understanding what to do if I get lost Exploring potential hazards in the home and how to avoid these Understanding the roles people have within the local community to help keep me safe Developing an understanding of appropriate physical contact 	<ul style="list-style-type: none"> Developing an understanding of being safe near roads and learning how to cross roads safely Understanding the safe use of medicines Beginning to understand the importance of staying safe online Understanding the difference between secrets and surprises Understanding the concept of privacy and naming the private parts of my body 	<ul style="list-style-type: none"> Understanding ways to keep safe when crossing and near roads Developing skills as a responsible digital citizen Recognising and responding to cyberbullying Beginning to recognise unsafe digital content 	<ul style="list-style-type: none"> Developing an understanding of being safe online Understanding how to seek help if I need to Exploring the difference between private and public Understanding that age restrictions are designed to protect me Learning about the benefits and risks of sharing information online 	<ul style="list-style-type: none"> Developing an understanding of how to ensure relationships online are safe Recognising an increasing number of online risks and ways to stay safe online 	<ul style="list-style-type: none"> Developing an understanding about the reliability of online information Exploring online relationships including dealing with problems Understanding that online relationships should be treated in the same way as face to face relationships Knowing where to get help with any online problems
Health and wellbeing							
Safety and the changing body							
Citizenship							
Economic wellbeing	Drugs, alcohol and tobacco	<ul style="list-style-type: none"> Exploring what is and isn't safe to put in or on my body 	<ul style="list-style-type: none"> Learning how to be safe around medicines 	<ul style="list-style-type: none"> Exploring that people and things can influence me and I need to make the right decision for me Exploring choices and decisions that I can make 	<ul style="list-style-type: none"> Understanding the risks associated with tobacco 	<ul style="list-style-type: none"> Understanding the influence others can have on me Learning strategies I can use to overcome pressure from others 	<ul style="list-style-type: none"> Understanding the risks associated with alcohol
Transition	The changing adolescent body		<ul style="list-style-type: none"> Knowing the names of parts of my body 		<ul style="list-style-type: none"> Developing an understanding of physical and emotional changes as I grow up 	<ul style="list-style-type: none"> Understanding the physical changes from childhood to adulthood Developing an understanding of the main aspects of puberty, including menstruation Learning about the emotional changes during puberty 	<ul style="list-style-type: none"> Knowing the changes experienced during puberty Understanding how a baby is conceived and develops
Identity							
	Basic first aid	<ul style="list-style-type: none"> Understanding what classes as an emergency and how to make a call to the emergency services 		<ul style="list-style-type: none"> Knowing how to call the emergency services Knowing how to respond to bites and stings 	<ul style="list-style-type: none"> Knowing how to help someone with asthma 	<ul style="list-style-type: none"> Knowing how to help someone who is bleeding 	<ul style="list-style-type: none"> Knowing how to help someone who is choking Knowing how to help someone who is unresponsive
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Families and relationships

- Understanding what makes identity
- Recognising the difference between how we see ourselves and how others see us

Health and wellbeing

- Exploring the role of gender in identity
- Exploring how the media might influence our identity

Safety and the changing body

Citizenship

Economic wellbeing

Transition

Identity

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
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 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	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