



ASTON-ON-TRENT PRIMARY SCHOOL



RELATIONSHIPS AND SEX EDUCATION POLICY

School policy, reviewed and approved by Governors on 21st September 2026

This policy has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

SIGNED:

PRINT NAME:

C. Coles

Chair of Governors

DATE:

21.09.26

SIGNED:

PRINT NAME:

S. Moore

Headteacher

DATE:

21.09.26

ASTON ON TRENT PRIMARY SCHOOL

'Achieving Success For All'

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Date of policy: September 2026

Review date: September 2027

Approved by: Governing Body

Subject lead: Jess Baird

Headteacher: Sam Moore

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1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at Aston on Trent Primary School are to:

- provide a safe and supportive framework in which sensitive discussions can take place;
- prepare pupils for puberty and the physical and emotional changes associated with growing up;
- develop pupils' understanding of healthy, respectful and caring relationships;
- help pupils develop feelings of self-respect, confidence, empathy and resilience;
- cultivate positive characteristics such as kindness, honesty, respect, responsibility and integrity;
- promote healthy attitudes and behaviours relating to relationships, physical health and mental wellbeing;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- develop pupils' understanding of personal boundaries, privacy and body autonomy;
- help pupils recognise appropriate and inappropriate behaviour and contact;
- equip pupils with the knowledge and confidence to keep themselves and others safe;
- teach pupils how to recognise when a relationship or situation may be unsafe and how to seek help;
- develop pupils' understanding of online relationships and how to stay safe when using technology;
- help pupils recognise and challenge stereotypes, bullying and discriminatory behaviour;
- provide accurate, age-appropriate information about growing, changing and, where appropriate, reproduction and sex education;
- support pupils to understand that families and relationships may look different and that all people should be treated with dignity and respect;
- promote the importance of healthy lifestyles, personal hygiene, physical activity, sleep, nutrition and mental wellbeing.

These aims reflect the school's ethos of 'Achieving Success For All', our school values of being ready, respectful and resilient and our commitment to helping children become confident, respectful, responsible and caring members of the school and wider community.

2. Statutory requirements

As a maintained primary school, Aston on Trent Primary School must provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach Health Education.

We are not required to provide sex education beyond the requirements of the Science curriculum. However, the school chooses to provide additional, age-appropriate, non-statutory sex education in Year 6 through the Kapow unit 'How do people become parents and carers?'

In teaching RSHE, we must have regard to statutory guidance issued by the Secretary of State, including the Department for Education's revised Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from September 2026.

We also have regard to the legal duties set out in:

- Sections 404 to 407 of the Education Act 1996;
- Part 6, Chapter 1 of the Equality Act 2010;
- the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people.

The school also takes account of relevant safeguarding legislation and guidance, including Keeping Children Safe in Education.

At Aston on Trent Primary School, we teach RSHE in accordance with this policy and our wider school policies, including our Safeguarding and Child Protection, Behaviour, Equality, Online Safety, SEND and PSHE policies.

3. Policy development

This policy has been developed with regard to the needs and context of Aston on Trent Primary School and the revised statutory guidance for September 2026.

The school recognises that consultation with parents and carers is an important part of developing and reviewing RSHE provision. We completed our parental consultation in July 2026.

The policy development and review process includes:

1. **Review** – relevant national guidance, legislation, existing school policies and the school's curriculum have been reviewed.
2. **Staff consultation** – staff have been given opportunities to contribute to the development and review of the policy and curriculum.
3. **Parent/carers consultation** – parents and carers are consulted about the school's RSHE provision and the content of the policy.
4. **Pupil voice** – pupils' views and experiences are considered when reviewing the effectiveness and relevance of the curriculum.
5. **Governor approval** – the final policy is presented to the Governing Body for approval.

The policy will be reviewed regularly to ensure that it continues to reflect statutory requirements, the needs of pupils and the school's curriculum.

4. Definition

At Aston on Trent Primary School, Relationships, Sex and Health Education (RSHE) refers to the planned teaching that supports pupils to understand themselves, their bodies, their health and their relationships with others.

Relationships Education

Relationships Education teaches the knowledge and skills that form the building blocks of positive relationships. It supports children to:

- develop respectful and caring relationships;
- understand families and people who care for them;
- develop positive friendships;
- communicate respectfully;

- understand boundaries and privacy;
- respect themselves and others;
- recognise unsafe or harmful relationships;
- understand how to seek help;
- stay safe online and offline.

Health Education

Health Education supports pupils to understand how to look after their physical and mental health. This includes:

- physical activity;
- healthy eating;
- sleep;
- personal hygiene;
- emotional wellbeing;
- mental health;
- health protection and prevention;
- personal safety;
- puberty and developing bodies;
- drugs, alcohol, tobacco and vaping;
- basic first aid.

Sex Education

Primary sex education is not compulsory beyond the statutory Science curriculum.

At Aston on Trent Primary School, we provide additional non-statutory sex education in Year 6 through Kapow's 'How do people become parents and carers?' unit.

This is taught in an age-appropriate and carefully sequenced way and builds upon pupils' earlier learning about bodies, growing and changing, puberty, relationships, boundaries and safety.

5. Curriculum

Our RSHE curriculum is delivered primarily through the school's Kapow RSE & PSHE curriculum. The curriculum is carefully sequenced from EYFS to Year 6 and is adapted where necessary to meet the needs and context of our pupils.

RSHE is not taught as a single unit or only in Year 6. Learning about relationships, respect, safety, bodies, growing and changing and wellbeing is developed progressively throughout the school.

Specific RSE-related curriculum content is taught in Years 2, 4, 5 and 6, alongside wider relationships and safety learning across EYFS, Years 1 and 3.

RSE progression

EYFS

Children develop the foundations for later RSHE learning through:

- feelings and self-regulation;
- special relationships;
- families and friends;
- communication;
- listening and following instructions;
- taking on challenges;
- wellbeing and self-care.

Year 1

Pupils develop their understanding of:

- emotions and wellbeing;
- friendships and positive relationships;
- people who help and care for them;
- staying safe;
- online safety;
- trusted adults.

Year 2

Pupils develop their understanding of:

- healthy bodies;
- safe, kind and caring relationships;
- online safety;
- personal boundaries and safety;
- respecting their own and others' bodies;
- how bodies grow and change including naming private body parts.
- staying safe and seeking help.

The Growing Up unit specifically develops pupils' understanding of respecting bodies as they grow.

Year 3

Pupils continue to develop their understanding of:

- safe and inclusive relationships;
- communication;
- friendships;
- managing relationships and disagreements;
- online communication;
- rights and responsibilities;
- seeking help and support.

Year 4

Pupils develop their understanding of:

- respect and trust;
- healthy friendships;
- online trust and reliability;
- stereotypes and inappropriate behaviour;
- puberty;
- physical and emotional changes associated with growing up;

- personal hygiene;
- staying safe.

The Growing Up unit provides specific teaching about puberty and prepares pupils for the changes they may experience.

Year 5

Pupils build on their previous learning through:

- healthy relationships;
- communication and respect;
- personal boundaries;
- recognising unhealthy or unsafe relationships;
- online influence and pressure;
- puberty;
- menstruation;
- personal hygiene;
- emotional changes;
- managing feelings and seeking support.

Year 6

Pupils further develop their understanding of:

- respectful and healthy relationships;
- standing up for themselves and others;
- boundaries;
- consent;
- stereotypes and discrimination;
- online safety and risks;
- staying safe as they grow.

In addition, pupils undertake the dedicated non-statutory sex education unit 'How do people become parents and carers?'

This unit covers:

- correct terminology for body parts;
- how babies are conceived;
- pregnancy;
- birth;
- different family structures;
- responsibilities involved in caring for a child;
- commitment;
- consent.

The school recognises that pupils will have different levels of maturity, experience and understanding. Teachers will therefore consider the developmental needs of individual pupils when delivering RSHE.

If pupils ask questions outside the planned curriculum, teachers will respond sensitively, honestly and appropriately for their age and developmental stage. Teachers will not provide information that is inappropriate or beyond the intended curriculum.

Where appropriate, pupils will be signposted towards trusted adults and reliable sources of information rather than seeking answers from potentially unsafe online sources.

The detailed curriculum is provided in **Appendix 1**.

6. Delivery of RSHE

RSHE is taught primarily through the school's PSHE curriculum, using the Kapow RSE & PSHE scheme. Relevant learning is also reinforced through Science, RE, Computing, safeguarding education, assemblies, pastoral support and the wider school curriculum.

Biological aspects of growth and reproduction are also taught through the statutory Science curriculum.

The school will ensure that:

- core knowledge is organised into manageable units;
- content is clearly communicated and carefully sequenced;
- pupils have opportunities to revisit and apply their learning;
- teaching is appropriate to pupils' age and developmental stage;

- learning is inclusive and accessible;
- pupils are given opportunities to ask questions and discuss issues respectfully;
- teachers use appropriate and accurate vocabulary;
- sensitive topics are taught in a calm, supportive and non-alarming manner;
- safeguarding procedures are followed where concerns are disclosed.

Teaching approaches

RSHE teaching may include:

- discussion;
- stories and scenarios;
- diagrams;
- videos;
- books;
- games;
- practical activities;
- paired and group work;
- reflection;
- question-and-answer activities;
- question boxes where appropriate.

Teachers will establish appropriate ground rules for sensitive discussions. These may include:

- no personal questions;
- respecting other people's views and experiences;
- using appropriate and accurate vocabulary;
- not sharing private information about themselves or others;
- understanding that some questions may need to be answered privately;
- understanding that teachers cannot promise absolute confidentiality where a safeguarding concern is raised.

Teachers will use distancing techniques where appropriate so that pupils can discuss situations without being expected to disclose personal experiences.

Inclusivity

RSHE will be taught in a manner that:

- considers the diverse experiences and backgrounds of pupils;
- is accessible to pupils with SEND;
- is sensitive to pupils' individual circumstances;
- avoids stereotyping;
- promotes equality and respect;
- ensures pupils feel safe and supported;
- allows pupils to engage with key messages at an appropriate level.

Teaching may take place through:

- whole-class lessons;
- small-group teaching;
- targeted sessions;
- individual discussions;
- adapted or digital resources.

The school will carefully consider the level of differentiation required for individual pupils.

Resources

Before resources are used, teachers and subject leaders will consider whether they:

- meet the requirements of the statutory guidance;
- are age-appropriate;
- are suitable for pupils' developmental stage;
- are accurate and evidence-based;
- come from credible sources;
- fit with the school's curriculum;
- support pupils in applying their knowledge;
- are inclusive and accessible;
- are sensitive to pupils' experiences;

- are unlikely to cause unnecessary distress.

The school uses Kapow as its principal RSHE curriculum resource. Additional resources may be used where they have been appropriately reviewed and approved.

Parents and carers can view curriculum materials used to teach RSHE on request, subject to applicable copyright requirements.

Parents and carers cannot withdraw from statutory curriculum content.

Family life and different circumstances

RSHE is taught within the context of family life and relationships.

The school recognises that pupils' families may include:

- two-parent families;
- single-parent families;
- same-sex parents;
- adoptive families;
- foster families;
- families headed by grandparents;
- kinship carers;
- looked-after children;
- young carers;
- other caring arrangements.

Teaching will not stigmatise pupils because of their home circumstances.

Pupils will be taught that families may look different from one another while recognising that safe, caring and supportive relationships are important to children's wellbeing.

Equality and respect

The school is committed to promoting equality and respect.

Pupils will learn about:

- respecting themselves and others;
- recognising and challenging stereotypes;
- bullying and discrimination;
- kindness and inclusion;
- respecting differences;
- healthy boundaries;
- appropriate behaviour;
- seeking help when they experience or witness harmful behaviour.

Staff will challenge discriminatory, derogatory or harmful language and behaviour in accordance with the school's Behaviour and Equality policies.

Questions and sensitive issues

Teachers will listen to pupils' questions and answer them sensitively, honestly and appropriately.

Questions may be answered:

- in the context of the whole class;
- through an anonymous question box;
- individually;
- at another appropriate time.

Teachers are not required to answer questions that fall outside the planned curriculum.

Where a question raises a safeguarding concern, the teacher will follow the school's safeguarding procedures.

Assessment

RSHE is assessed as part of the school's wider PSHE assessment arrangements.

Teachers may assess pupils through:

- questioning;
- discussion;
- written work;
- practical activities;
- scenarios;
- pupil reflection;
- retrieval activities;
- observation.

Assessment focuses on pupils' knowledge, understanding and ability to apply learning.

Pupils are not assessed on their personal relationships, family circumstances, beliefs or experiences.

7. Use of external organisations and curriculum materials

The school may work with external organisations where this provides appropriate additional expertise.

However, the school remains responsible for the content and delivery of RSHE.

Where an external organisation is used, the school will ensure that:

- the organisation is appropriate and reputable;
- its approach is consistent with this policy;
- content is accurate and age-appropriate;
- materials are accessible to pupils, including those with SEND;
- content is appropriate to pupils' developmental stage;
- materials are reviewed before use;
- safeguarding procedures are followed;
- the external provider understands the school's expectations;
- a member of school staff remains present during the session;
- the school has seen relevant lesson plans and resources in advance;
- any concerns about the content can be addressed before the session;

- parents and carers can access relevant materials on request.

Visitors will be expected to follow the school's safeguarding procedures and understand that pupils cannot be promised absolute confidentiality.

The school will not use external organisations whose approach is inconsistent with this policy or whose materials are unsuitable for the age and needs of pupils.

8. Roles and responsibilities

8.1 The Governing Body

The Governing Body will:

- approve the RSHE policy;
- hold the Headteacher to account for its implementation;
- ensure that the curriculum meets statutory requirements;
- ensure that RSHE is accessible to pupils with SEND;
- ensure that parents receive clear information about the curriculum;
- ensure that parents are informed of their right to request withdrawal from non-statutory sex education;
- ensure that the school provides appropriate information about teaching materials and external providers.

8.2 The Headteacher

The Headteacher is responsible for:

- ensuring RSHE is taught consistently across the school;
- ensuring the curriculum meets statutory requirements;
- ensuring appropriate resources are used;
- ensuring staff receive appropriate support and training;
- overseeing safeguarding concerns arising from RSHE;
- responding to requests from parents to withdraw their child from non-statutory sex education;

- ensuring parents can access relevant curriculum materials;
- ensuring the policy is reviewed appropriately.

8.3 The RSE/PSHE Subject Lead

The subject lead is responsible for:

- overseeing the RSHE curriculum;
- ensuring progression across EYFS to Year 6;
- supporting staff with planning and delivery;
- monitoring the quality of teaching and learning;
- reviewing resources;
- supporting staff with sensitive or complex issues;
- monitoring pupil progress;
- keeping up to date with relevant statutory guidance;
- supporting consultation with pupils, staff and parents;
- reporting to senior leaders and governors as appropriate.

8.4 Staff

All staff involved in delivering RSHE are responsible for:

- delivering RSHE sensitively and appropriately;
- following this policy and the school's curriculum;
- modelling respectful behaviour;
- using appropriate and accurate vocabulary;
- responding appropriately to pupils' questions;
- adapting teaching to pupils' needs;
- supporting pupils with SEND;
- challenging stereotypes, bullying and discriminatory behaviour;
- maintaining appropriate professional boundaries;

- reporting safeguarding concerns and disclosures to the Designated Safeguarding Lead.

Staff do not have the right to opt out of teaching statutory RSHE. Staff who have concerns about aspects of RSHE should discuss these with the Headteacher.

8.5 Pupils

Pupils are expected to:

- engage positively with RSHE lessons;
- listen respectfully to others;
- respect different experiences and viewpoints;
- follow agreed classroom ground rules;
- avoid asking personal questions of other pupils;
- use appropriate language;
- seek help when they feel unsafe, worried or concerned.

9. Parents' right to withdraw

Parents and carers do not have the right to withdraw their child from statutory Relationships Education or Health Education.

Parents and carers also cannot withdraw their child from statutory Science teaching, including relevant scientific teaching about human growth, puberty and reproduction.

The school does, however, provide additional non-statutory sex education in Year 6 through the Kapow unit 'How do people become parents and carers?'

Parents and carers have the right to request that their child is withdrawn from this non-statutory sex education.

Requests should be made in writing to the Headteacher.

The Headteacher will discuss the request with the parent or carer to ensure that they understand the nature and purpose of the curriculum and the distinction between statutory and non-statutory content.

Where a pupil is withdrawn, appropriate alternative work or purposeful education will be provided.

A withdrawal request will not remove the pupil from lessons covering statutory Relationships Education, Health Education or Science.

Parents will be informed in advance about the content of the dedicated Year 6 sex education unit and will have the opportunity to view relevant materials.

10. Training

Staff receive support and training to enable them to deliver RSHE effectively.

RSHE is included within staff induction and relevant continuing professional development.

Training may cover:

- statutory requirements;
- curriculum content;
- age-appropriate teaching;
- sensitive discussions;
- safeguarding;
- responding to pupil questions;
- SEND and inclusion;
- appropriate terminology;
- use of resources.

Where appropriate, the school may seek advice or training from external professionals, such as school nurses or other appropriately qualified health professionals.

11. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE/RSE Subject Lead and senior leaders.

Monitoring may include:

- planning scrutiny;
- learning walks;
- lesson observations;
- book or work scrutiny;

- discussions with teachers;
- pupil voice;
- review of assessment information;
- review of curriculum progression;
- review of resources;
- parent feedback where appropriate.

Pupils' development in RSHE is monitored by class teachers through the school's PSHE assessment arrangements.

The subject lead will identify strengths and areas for development and will provide feedback to staff and senior leaders as appropriate.

This policy will be reviewed annually, or sooner if there are significant changes to statutory guidance, legislation or the school's curriculum.

At each review, the policy will be presented to the Governing Body for approval.

Appendix 1: RSHE Curriculum Map

The following overview shows the progression of RSE-related learning within the school's Kapow RSE & PSHE curriculum.

Year group	Term	Kapow unit	RSE-related learning
EYFS	Autumn 1	My feelings	Feelings and self-regulation
EYFS	Autumn 2	Special relationships	Developing positive relationships
EYFS	Spring 1	Taking on challenges	Confidence and resilience
EYFS	Spring 2	Listening and following instructions	Communication and appropriate behaviour
EYFS	Summer 1	My family/friends	Families, friendships and relationships
EYFS	Summer 2	My wellbeing	Wellbeing and self-care
Year 1	Autumn 1	My healthy self	Emotions, health and wellbeing
Year 1	Autumn 2	Connecting with others	Happy and safe relationships
Year 1	Spring 1	Online world	Staying safe online
Year 1	Spring 2	Citizenship	Helping others and responsibilities
Year 1	Summer 1	Health protection	Health, hygiene and protection
Year 1	Summer 2	Staying safe	Personal safety
Year 2	Autumn 1	My healthy self	Bodies and healthy living
Year 2	Autumn 2	Connecting with others	Safe, kind and caring relationships
Year 2	Spring 1	Online world	Staying safe online
Year 2	Spring 2	Citizenship	Community and responsibilities
Year 2	Summer 1	Growing up	Respecting bodies as they grow
Year 2	Summer 2	Staying safe	Personal safety and boundaries
Year 3	Autumn 1	My healthy self	Mind and body
Year 3	Autumn 2	Connecting with others	Feeling safe and included

Year group	Term	Kapow unit	RSE-related learning
Year 3	Spring 1	Online world	Communicating safely online
Year 3	Spring 2	Citizenship	Rights and responsibilities
Year 3	Summer 1	Health protection	Health and prevention
Year 3	Summer 2	Careers	Aspirations and future development
Year 4	Autumn 1	My healthy self	Healthy choices
Year 4	Autumn 2	Connecting with others	Respectful relationships
Year 4	Spring 1	Online world	Trust and safety online
Year 4	Spring 2	Citizenship	Money and responsibility
Year 4	Summer 1	Growing up	Puberty and changes during growing up
Year 4	Summer 2	Staying safe	Personal safety
Year 5	Autumn 1	My healthy self	Mind and body
Year 5	Autumn 2	Connecting with others	Healthy relationships
Year 5	Spring 1	Online world	Online influence
Year 5	Spring 2	Citizenship	Communities and responsibilities
Year 5	Summer 1	Growing up	Puberty and emotions
Year 5	Summer 2	Citizenship	Money and responsibility
Year 6	Autumn 1	My healthy self	Future health and wellbeing
Year 6	Autumn 2	Connecting with others	Standing up for self and others
Year 6	Spring 1	Online world	Feelings, content and online safety
Year 6	Spring 2	Citizenship	Rights and responsibilities
Year 6	Summer 1	Staying safe	Staying safe as we grow
Year 6	Summer 2	Sex education	How do people become parents and carers?

Appendix 2: Statutory end-of-primary outcomes

By the end of primary school, pupils should have developed knowledge and understanding across the following areas.

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can provide love, security and stability;
- characteristics of safe and happy family life;
- that families may look different from one another;
- that other families should be treated with respect;
- that stable and caring relationships are important for children's security;
- that marriage and civil partnership are formal, legally recognised commitments;
- how to recognise when family relationships make them feel unhappy or unsafe;
- how and where to seek help.

Caring friendships

Pupils should know:

- why friendships are important;
- characteristics of positive and caring friendships;
- the importance of mutual respect, trust, honesty, kindness and support;
- that friendships can sometimes involve disagreement;
- how to manage conflict with kindness and respect;
- that violence is never acceptable;
- how to recognise when a friendship is making them unhappy or uncomfortable;
- how to seek help.

Respectful and kind relationships

Pupils should know:

- the importance of respecting themselves and others;
- how to recognise and respect boundaries;

- how to communicate effectively;
- how to manage conflict respectfully;
- how to express needs and boundaries assertively;
- the importance of courtesy and manners;
- the importance of self-respect and self-esteem;
- the difference between being assertive and being controlling;
- how to recognise bullying, including online bullying;
- how stereotypes can be unfair or harmful;
- how to challenge stereotypes and seek help.

Online safety and awareness

Pupils should know:

- how to behave respectfully online;
- that people may behave differently online;
- that people may pretend to be someone they are not;
- the risks associated with communicating with people they have not met;
- how to protect personal information;
- the importance of privacy and location settings;
- how information and images may be shared and circulated;
- that online content may be inappropriate or upsetting;
- how to report concerns and seek support.

Being safe

Pupils should know:

- what appropriate boundaries are;
- about privacy;
- that their body belongs to them;
- the difference between appropriate and inappropriate contact;
- how to respond safely to adults they know and do not know;
- how to recognise harmful or unsafe relationships;

- who they can trust;
- how to report abuse or concerns;
- that they should continue seeking help until they are heard;
- where they can obtain advice and support.

General wellbeing

Pupils should know:

- the importance of physical activity and time outdoors;
- the importance of rest, sleep and self-care;
- the importance of relationships, hobbies and interests;
- that people experience a wide range of emotions;
- how to recognise and talk about feelings;
- that loneliness can affect people and that seeking support is positive;
- the impact of bullying on wellbeing;
- that change and loss can cause a range of emotions;
- where to seek help for themselves or others.

Developing bodies

Pupils should know:

- about growth and the ways the body changes and develops;
- that puberty is a normal stage of human development;
- the correct names for relevant body parts;
- that private parts of the body should be treated with respect;
- that they have the right to set boundaries around their bodies;
- about the menstrual cycle and associated physical and emotional changes;
- that puberty and development happen at different times for different people.

Physical health and healthy lifestyles

Pupils should also develop an understanding of:

- physical activity;
- healthy eating;

- sleep;
- personal hygiene;
- dental health;
- health protection and prevention;
- drugs, alcohol, tobacco and vaping;
- personal safety;
- basic first aid;
- mental wellbeing.

These statutory outcomes are taught progressively through the school's Kapow RSE & PSHE curriculum and relevant curriculum subjects.

Appendix 3: Parent withdrawal request

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

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