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Policy Framework:	Policy framework provided centrally for use by schools with minimal amendment to the core text Changes **must** be made to the text where indicated

Relationships & Sex Education (RSE) Policy Framework

John Henry Newman Academy

Approved by:	**Education Quality Standards & Safeguarding**
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This policy framework sets out the approach to relationships and sex education (RSE) across ODST.
The appendices have been adapted to reflect the circumstances in our school.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

ODST schools follow the National Curriculum. This includes the elements of sex education contained in the science curriculum.

All ODST schools, must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a school within ODST, we teach RSE as set out in this policy.

3. Policy development

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

1 Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2 Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3 Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

4 Pupil consultation – we investigated what exactly pupils want from their RSE

5 Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:
RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. We use the Jigsaw Scheme of work. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Throughout each year group we will use appropriate material to assist learning, such as:
- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers. School will review the materials prior to use to ensure they are compliant with the statutory guidance.

Pupils will be assessed against For more information about our RSE curriculum, see Appendices 1 and 2.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The board of trustees

The board of trustees, delegated to the Education Quality Standards and Safeguarding Committee, will approve the RSE policy framework, and hold the headteacher to account for its implementation through local governing bodies.

8.1 The Local Governing Body (LGB)

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

The LGB will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:
These are examples and need to be updated accordingly.

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/ components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL – Katie Screaton)

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.
You should include names/roles of those responsible for teaching and/or leading RSE in your school.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

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

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

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

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

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Local Governing Body through the usual monitoring programme agreed. Insert details of monitoring arrangements, such as planning scrutiny, learning walks, etc.

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

This policy framework will be reviewed by the EQSI committee of the trust board every 3 years. At every review, the school's policy will be approved by LGB.

12. Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year group: 4, ages 8-9

Overall learning intention	Lesson number and vocabulary	PSHE learning intention	Social emotional learning intention
Understand that everyone is unique and special	**1. Unique Me** • Identity • Choices • Hobbies • Interests • Skills • Proud • Values • Unique • Characteristics • Personality	I understand that lots of things make up a person's identity and this what makes them unique	I can describe how I have choices about developing my own identity and interests as I grow up and that these will contribute to who I am
Understand and respect the changes that they see in themselves	**2. Puberty and Menstruation** • Puberty • Menstruation • Menstrual Cycle • Periods • Period pants • Panty liner • Menstrual cup • Menstrual pads • Menstrual towel • Tampons • Vagina	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty

	• Vulva • Ovaries • Fallopian tube • Period products • Hormone Womb		
Can express how they feel when change happens	**3. Being Part of a Family** • Family • Inner circle • Belonging • Support • Trusted adult • Puberty • Anxious • Care Love	I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty	I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this
Understand and respect the changes that they see in other people	**4. Circles of Change** Puzzle Outcome: Circles of Change • Circle • Seasons • Change Control	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
Know who to ask for help if they are worried about change	**5. Accepting Change** • Range of emotions (see emotions card resource) • Control • Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively

	• Acceptance • Reliable • Unreliable • Trustworthy • Support • Inner circle Trusted adult		
Are looking forward to change	**6. Looking Ahead** • Change • Looking forward • Characteristics • Puberty • Support • Inner circle • Trusted adult • Proportionate	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about these

Year 5, 9-10 year olds

Overall learning intention	Lesson number and vocabulary	PSHE learning intention	Social emotional learning intention
Understand that everyone is unique and special	**1. Self and Body Image** • *Self* • *Self-image* • *Body image* • *Self-esteem* • *Perception* • *Characteristics* • *Aspects* • *Affirmation* • *Filter*	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem

	• *Edited* • *Media Influencer* • *Authentic* *Mental health/wellbeing*		
Can express how they feel when change happens	**2. Puberty for Girls** • *Puberty* • *Menstruation* • *Periods* • *Menstrual towels* • *Menstrual pads* • *Tampons* • *Ovary/ Ovaries* • *Vagina* • *Oestrogen* • *Vulva* • *Womb/Uterus* • *Hormone* • *Fallopian tube* • *Menstrual cycle*	I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
Understand and respect the changes that they see in themselves	**3. Puberty for boys** • *Puberty* • *Sperm* • *Semen* • *Testicles/Testes* • *Scrotum* • *Erection* • *Wet dream* • *Larynx* • *Facial hair* • *Growth spurt*	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty

	• *Hormones* • *Testosterone*		
Understand and respect the changes that they see in other people	**4. Conception** • *Relationships* • *Conception* • *Making love* • *Sexual intercourse* • *Fallopian tube* • *Fertilisation* • *Pregnancy* • *Embryo* • *Contraception* • *Fertility treatment (IVF)*	I understand that sexual intercourse can lead to conception and that is how babies are usually made I understand that sometimes people need help from doctors to have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
Know who to ask for help if they are worried about change	**5. Looking Ahead 1** **Puzzle Outcome: Change Cards** • *Teenager* • *Milestone* • *Perceptions* • *Puberty* • *Responsibilities* • *Consent* • *Media* • *Influences* *Reliable sources*	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities	I am confident that I can cope with the changes that growing up will bring
Are looking forward to change	**6. Looking Ahead 2** • *Change* • *Hope* • *Manage*	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

	• *Cope* • *Opportunities* • *Emotions* • *Fear* • *Excitement* *Anxious*		

Year 6, 10-11 year old

Overall learning intention	Lesson number and vocabulary	PSHE learning intention	Social emotional learning intention
Understand that everyone is unique and special	**1. My Self Image** • *Self-image* • *Self-esteem* • *Criticise* • *Real self* *Celebrity*	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Can express how they feel when change happens	**2. Puberty** • *Opportunities* • *Freedoms* • *Responsibilities* *Puberty vocabulary as represented on the flash cards (and possibly adapted for your class)*	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
Understand and respect the changes that they see in themselves	**3. Babies: Conception to Birth** **Assessment Opportunity** • *Pregnancy*	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby

	• *Embryo* • *Foetus* • *Placenta* • *Umbilical cord* • *Labour* • *Contractions* • *Cervix* • *Midwife* *Caesarean*		
Understand and respect the changes that they see in other people	**4. Boyfriends and Girlfriends** • *Attraction* • *Relationship* • *Pressure* • *Love* • *Sexting* • *Consent*	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
Know who to ask for help if they are worried about change	**5. Real self and ideal self** • *Self-esteem* • *Negative body-talk* • *Choice* • *Feelings/emotions* • *Challenge* • *Mental health*	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
Are looking forward to change	**6. The Year Ahead** • *Transition* • *Secondary* • *Looking forward* • *Journey*	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year

	• *Worries*		

Primary Curriculum Mapping and Withdrawal Guide

Curriculum Mapping: National Curriculum for Science and Jigsaw *Changing Me*

School Position: All biological aspects of human development, reproduction, conception, pregnancy and birth are taught through the school's science curriculum. Where these themes appear within Jigsaw *Changing Me*, they reinforce and complement statutory science teaching rather than constituting separate sex education.

Year Group	Jigsaw Changing Me Content	National Curriculum Science Link	How the Content is Taught	Withdrawal Position
Year 1	Boys' and Girls' Bodies; naming body parts; understanding privacy and personal boundaries	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Scientific vocabulary for body parts is taught through Science. Privacy, safety and personal boundaries are taught through Relationships and Health Education.	Not withdrawable. Science and statutory Relationships/Health Education.
Year 2	Boys' and Girls' Bodies; physical similarities and differences; growing and changing	Notice that animals, including humans, have offspring which grow into adults	Human growth and development are taught through Science. Personal identity, respect and privacy are taught through Relationships Education.	Not withdrawable. Science and statutory Relationships Education.
Year 3	How Babies Grow; Babies; The Changing Me; Boys' and Girls' Bodies	Animals, including humans: nutrition, skeletons and muscles. Introduction to life cycles and growth as part of developing scientific understanding of living things	Age-appropriate discussion of growth and human development supports understanding of how living things change over time.	Not withdrawable where taught through Science.
Year 4	Having a Baby; Girls and Puberty; body changes; menstruation; physical and emotional changes	Builds understanding of human growth and development in preparation for statutory Year 5 learning about human development and reproduction	Scientific understanding of body changes and development is taught through Science. Menstrual health is also covered through statutory Health Education.	Not withdrawable where delivered through Science or statutory Health Education.
Year 5	Puberty for Girls; Puberty for Boys; reproductive anatomy; conception; emotional changes	Describe the changes as humans develop to old age. Reproduction in some living things, including mammals	Puberty, reproductive anatomy and conception are taught through Science as part of understanding human development and reproduction. Emotional aspects are reinforced through PSHE.	Not withdrawable. Delivered through National Curriculum Science.
Year 6	Puberty; Babies - Conception to Birth;	Builds on Year 5 understanding of human development, reproduction and life processes within living things	Conception, pregnancy, foetal development and birth are taught through Science as part of pupils' understanding of human reproduction and life	Biological content is not withdrawable. Relationships Education is also statutory.

Year Group	Jigsaw Changing Me Content	National Curriculum Science Link	How the Content is Taught	Withdrawal Position
	relationships; transition to secondary school		cycles. Relationships content is taught through statutory Relationships Education.	

Summary of Statutory Science Content

The school teaches the following biological aspects through its science curriculum:

Topic	Curriculum Area	Withdrawal Position
Human growth and development	National Curriculum Science	Not withdrawable
Human life cycles	National Curriculum Science	Not withdrawable
Puberty	National Curriculum Science and Health Education	Not withdrawable
Male and female reproductive anatomy	National Curriculum Science	Not withdrawable
Human reproduction	National Curriculum Science	Not withdrawable
Conception	National Curriculum Science	Not withdrawable
Pregnancy and foetal development	National Curriculum Science	Not withdrawable
Birth	National Curriculum Science	Not withdrawable

Key Principle for Withdrawal Requests

Parents do not have the right to withdraw their child from:

- National Curriculum Science;
- Statutory Relationships Education; or
- Statutory Health Education.

At this school, the biological aspects of puberty, human reproduction, conception, pregnancy and birth are taught through the science curriculum and are therefore part of the statutory curriculum. Consequently, these aspects are **not subject to parental withdrawal requests**. Any request for withdrawal would apply only to content identified by the school as additional sex education beyond statutory curriculum requirements.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sourcesHow 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

13. Appendix 3: Parent/carer form: withdrawal from sex education within RSE

Remove if you're a primary school and only teach relationships education.

TO BE COMPLETED BY PARENTS/CARERS			
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