



John Randall Primary School & Nursery

Relationships, Sex and Health Education Policy

February 2021

The Purpose of this policy-

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to relationships and sex education (RSHE) for the 21st Century for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSHE education programme.
- Provide a basis for evaluating the effectiveness of the school RSHE programme.
- Reinforce the role of the schools in contributing to local and national strategies.

Aims

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

- Provide a framework in which sensitive discussions can take place.
- Understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- 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.
- Raise and promote positive self-esteem.
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others.
- Help pupils communicate and understand their feelings and emotions.
- Provide pupils with skills necessary to keep themselves happy and safe.
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities.
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions.
- Develop the confidence to seek help, support and advice.

Statutory Requirements

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. As a school we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils. At John Randall Primary School & Nursery we teach RSE as set out in this policy.

Policy Development

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

1. **Review** – RSHE task group comprising of teaching staff, PSHE, Science, Computing, R.E. P.E. Leads, School Governors and parents of students from School 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. **Approval** – once amendments were made, the policy was shared with governors and ratified



Definition

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, as pupils' progress from the primary to secondary phase of school.

RSE involves a combination of sharing information, and exploring issues and values, which our pupils understand through accessible education.

RSE is **not** about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary. It is underpinned by the statutory expectations as set out by the DfE in *Appendix 1*.

We have developed the curriculum in consultation with parent governor and staff, considering parent's thoughts bearing in mind the age, needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in *Appendix 2*.

Delivery of the curriculum

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

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

Our Jigsaw programme supports all these aspects.

For more information about our RSE curriculum, *see Appendix 2*

Relationship to other policies: This policy has links to School policies on Safeguarding, Child Protection, Health and Safety, Confidentiality, PSHE, Healthy Schools, School Visits, Manual Handling and personal care, Anti-bullying Policy, Equality Policy, Science, P.E. Computing. R.E. D&T.

The Governing body

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

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/non-science components of RSE.



Staff

Staff are responsible for:

- Teaching aspects that mainstream pupils will acquire through their development, such as understanding the term 'private'
- Delivering RSE in a sensitive way, ensuring that all pupils and students understand the terminology
- Revisiting learning
- Adapting learning to meet the learning needs of the pupils and students
- Using appropriate vocabulary
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils and students

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

Parents' right to withdraw

For primary aged pupils 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/non-science 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.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

In all cases the Headteacher/PSHE/RSE Lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way pupils and students will receive accurate information.

See Appendix 3 for the right to withdraw form

Professional Development and 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.

Staff have accessed the DfE training materials linked to all aspects of RE-RSE-HE.

Monitoring Arrangements

The delivery of RSE is monitored by The PSHE subject lead through:

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- Planned scrutinies
- learning walks
- book looks.
- Talking to pupils/students

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

This policy will be reviewed by the PSHE/RSE Lead on an annual basis. At every review, the policy will be approved by the PHSE lead, governing board and head teacher.

Local and national guidelines

This policy has been written in consultation with the following guidance.

- Sex and Relationship Education Guidance July 2020
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.



Appendix 1

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>



TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>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 people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>



TOPIC	PUPILS SHOULD KNOW
<p>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
<p>Being safe</p>	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>



Appendix 2

John Randall School and Nursery School - RSE Scheme of Work Delivered through Jigsaw

RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole puzzle (6 lessons) which look at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can cope with.

Year Group	Piece number and name	Learning Intentions Pupils will be able to
Nursery	Piece 1 My Body	To name parts of my body and show respect for myself.
	Piece 2 Respecting my Body	I can tell you some things I can do and some food I can eat to be healthy.
	Piece 3 Growing up	To understand that we all start as babies and grow into children and then adults.
	Piece 4 Growth and Change	I know that I grow and change.
	Piece 5 Fun and Fears	I can talk about how I feel moving to School from Nursery.
	Piece 6 Celebration	I can remember some fun things about Nursery this year.
Reception	Piece 1 My Body	To name parts of my body and show respect for myself.
	Piece 2 Respecting my Body	I can tell you some things I can do and some food I can eat to be healthy
	Piece 3 Growing up	To understand that we all start as babies and grow into children and then adults.
	Piece 4 Fun and Fears part 1	I can express how I feel about moving to Year 1.
	Piece 5 Fun and Fears part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1.
	Piece 6 Celebration	I can share my memories of the best bits of this year in Reception.
1	Piece 1 Life Cycles	I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK.
	Piece 2 Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.



	Piece 3 My Changing Body	I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates.
	Piece 4 Girls and boys bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, anus. Respect my body and understand which parts are private.
	Piece 5 Learning and Growing	I understand that every time I learn something new I change a little bit.
	Piece 6 Coping with Changes	I can tell you about changes that have happened in my life I know some ways to cope with changes.
2	Piece 1 Life cycles in nature	To recognise cycles of life in nature. To understand there are some changes that are outside my control and can recognise how I feel about this.
	Piece 2 Growing from young to old	I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me.
	Piece 3 Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.
	Piece 4 Girls and boys bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body, penis, testicles, vagina, anus and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
	Piece 5 Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help
	Piece 6 Looking Ahead	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 when I am in Year 3 and know how to go about this.
3	Piece 1 How babies grow	Understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female that has the baby. Express how I feel when I see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby need to live and grow. Express how I might feel if I had a new baby in my family.
	Piece 3 Outside body changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process.
	Piece 4 Inside body changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.



		Vocabulary: Testicles , Sperm ,Penis , Ovaries ,Egg ,Ovum/ Ova ,Womb/ Uterus ,Vagina
	Piece 5 Family Stereotypes	To start to recognise stereotypical ideas I might have about parenting and family roles To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
	Piece 6 Looking Ahead	Identify what I am looking forward to when I move to my next class Start to think about changes I will make next year and know how to go about this.
4	Piece 1 Unique Me	To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being.
	Piece 2 Having a baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Vocabulary: Egg/ Ovum, Penis, Testicles ,Vagina/ Vulva, Womb/ Uterus , Ovaries , Fertilise Conception Understand that having a baby is a personal choice and express how I feel about children when I am an adult.
	Piece 3 Girls and Puberty	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. Vocabulary: Puberty, Menstruation, Periods
	Piece 4 Circles of Change	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.
	Piece 5 Accepting Change	To identify changes that have been and may continue to be outside of my control that I learnt to accept To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
	Piece 6 Looking Ahead	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 this.
5	Piece 1 Self and Body image	I am aware of my own self-image and how my body image fits so that I know how to develop my own self esteem. Vocabulary: Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation
	Piece 2 Puberty for Girls	Explain how a girl's body changes through puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and it will be ok for me. Vocabulary: Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus
	Piece 3 Puberty of Girls and Boys	Describe how a boy's and girl's bodies change through puberty. Express how I feel about the changes that will happen to me during puberty. Vocabulary : Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that people sometimes need IVF to help them have a baby.



		<p>Appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>Vocabulary: Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment (IVF)</p>
	Piece 5 Looking Ahead 1	<p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring.</p> <p>Vocabulary: Teenager Milestone Perceptions Puberty Responsibilities</p>
	Piece 6 Looking Ahead 2	<p>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.</p> <p>Vocabulary: Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious</p>
6	Piece 1 Self and body image	<p>To be aware of own self-image and how body image fits into that. To know how to develop own self esteem.</p> <p>Vocabulary: Self-image Self-esteem Real self, Celebrity</p>
	Piece 2 Puberty	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Express how I feel about the changes that will happen to me during puberty</p> <p>Vocabulary: Opportunities Freedoms Responsibilities Puberty vocabulary as represented on the flash cards</p>
	Piece 3 Girl talk/Boy talk	<p>Ask the questions I need answered about changes during puberty. Reflect on how I feel about asking questions and about answers I receive.</p> <p>Vocabulary: Trust Respect Puberty vocabulary as required by the questions presented by the children</p>
	Piece 4 Babies- conception to birth	<p>Describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p> <p>Vocabulary: Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife</p>
	Piece 5 Attraction	<p>Understand how being physically attracted to someone changes the nature of the relationships.</p> <p>Express how I feel about the growing independence of becoming a teenager and confident I can cope with this.</p> <p>Vocabulary: Independence Grown up Attraction Relationship Friends</p>
	Piece 6 Transition to Secondary School	<p>To identify what I am looking forward to and what worries me about the transition to secondary school.</p> <p>To know how to prepare myself emotionally for starting secondary school.</p> <p>Vocabulary: Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement</p>



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

John Randall School and Nursery – Parents Request to withdraw their child from the non-statutory/non-science aspects of the curriculum.

TO BE COMPLETED BY PARENTS

Name of child		Class		Child's D.O.B
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Name of parent		Date	
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Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent signature	
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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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School signature and date	
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