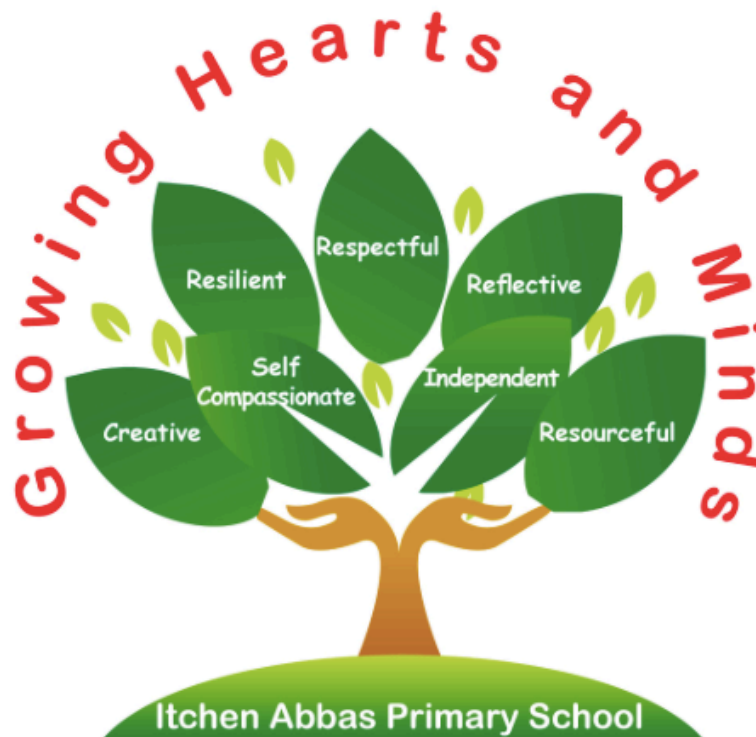


Relationships and Sex Education (RSE) policy



Itchen Abbas Primary School



Approved by:

R. Bogan

Date: January 2025

Last reviewed on:

February 2025

Next review due by:

February 2026



Contents

| | |
|---|------------|
| Rationale and introduction..... | page 3 |
| Statutory Requirements..... | page 3 |
| Policy development | page 4 |
| Definition..... | page 4 |
| Aims..... | page 5 |
| RSE Curriculum | page 5-7 |
| Delivery of RSE | page 7-11 |
| Roles and responsibilities | page 11 |
| Parents right to withdraw..... | page 12 |
| Training..... | page 12 |
| Monitoring arrangements | page 12 |
| Supporting resources..... | page 13 |
| Appendix 1- RSE scheme of work | page 15-24 |
| Appendix 2- Progression of RSE and Health education..... | page 25 |
| Appendix 3- Key questions to be explored in school and at home..... | page 28-30 |
| Appendix 4- RSE links with other curriculum subjects..... | page 30 |
| Appendix 5 - Expectations at the end of primary school..... | page 31 |
| Appendix 6- Parent form- Withdrawal from sex education lessons..... | page 33 |



Rationale:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Dfe RSE Guidance 2019)

Introduction:

At Itchen Abbas Primary School, RSE reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

1. Statutory requirements

From September 2020, it was made statutory for maintained schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which was also made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Itchen Abbas Primary School we teach RSE as set out in this policy.



2. Policy development

This Policy is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

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

1. Review – The PSHE lead pulled together all relevant information including relevant national and local guidance and produced the policy with the SLT
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations to develop and refine the policy
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy to discuss and help to refine the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE provision through pupil conferencing
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. Review- A working party including the PSHE lead and at least two of the following: teaching staff, LSA, governor or parent representative; will take part in the reviewing process each year
7. Additional – parent representatives will be invited to discuss the policy each year

3. 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.

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

RSE is not about the promotion of sexual activities or lifestyles.



4. Aims

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

- Provide a framework in which sensitive discussions can take place
- Provide the knowledge and information to which all pupils are entitled at a level suitable to the children's age and/or maturity
- Clarify/ reinforce existing knowledge and dispel myths and rumour
- Raise pupil's self-esteem and confidence especially in their relationships with others
- Help pupils develop feelings of self-respect, confidence and empathy
- Develop skills in communication, resilience, decision making and assertiveness
- Create a positive culture around issues of sexuality and relationships
- Foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Respect and care for their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Reinforce and develop pupils' understanding of how to stay safe online
- Enable children to develop a growth mindset; having the self-confidence and positivity to enjoy being challenged and take risks in their learning

5. Curriculum

RSE can be found across statutory Relationships Education, National Curriculum Science and Health Education, as well as non-statutory Sex Education.

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

We have developed our curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of



this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The relationships, sex and health curriculums are taught within the wider umbrella of the PSHE curriculum and are delivered through six themes.

Themes

- Families and Relationships
- Health and wellbeing
- Safety and the changing body (The changing body is delivered as a standalone RSE theme)
- Citizenship
- Economic wellbeing
- Transition

EYFS and Birth to 5 Matters: Relationships education is central to much of early years provision. Developing characteristics of effective learning is at the heart of all Early Years teaching. The Early years Foundation Stage curriculum (EYFS) is split into seven areas including three prime areas is PSHE. The PSHE subject is further split in to three areas and these are: Self-regulation, Building Relationships and Managing Self.

Through the EYFS Curriculum children are taught to play co-operatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show their feelings.

Whilst learning about "Understanding the World", children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur and talk about changes.

Sex education curriculum

We interpret sex education to mean **puberty, conception, reproduction and birth**. All of these themes, with the **exception of conception**, are **statutory** included in either Health Education or National Curriculum Science.

The sex education provided by the school will focus on:

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

The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 programme.



| | Progression of RSE delivery |
|----|--|
| YR | <ul style="list-style-type: none"> • Correct terminology for body parts • Begin to understand private parts. |
| Y1 | <ul style="list-style-type: none"> • Correct terminology for body parts • Private parts are private |
| Y2 | <ul style="list-style-type: none"> • Correct terminology for body parts • Respecting personal boundaries |
| Y3 | <ul style="list-style-type: none"> • Correct terminology for body parts • Respecting personal boundaries • Appropriate contact |
| Y4 | <ul style="list-style-type: none"> • Introducing puberty • Hygiene • Growing up |
| Y5 | <ul style="list-style-type: none"> • The physical and emotional changes during puberty • Menstruation |
| Y6 | <ul style="list-style-type: none"> • Physical and emotional changes of puberty- (Parents do not have the right to withdraw from this). • Conception- (Parents have the right to withdraw from this). • Pregnancy and birth- (parents have the right to withdraw from this). |

Appendix 5 illustrates the expected RSE learning outcomes by the end of Primary school set in the DFE RSE 2019 guidance.

We use Kapow for the majority of our RSE and PSHE curriculum provision.

Early Years follow the themes linked to the EYFS curriculum in addition to the PSED curriculum taking place daily.

In KS1 And KS2, we visit each theme, each year following the mixed age two-cycle programme guidance devised to ensure correct progression of learning and correct age appropriate challenge and information.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), Computing and Physical Education (P.E.)- (See Appendix 4)



The theme 'Keeping safe and my changing body, we have split to separate RSE teaching into a bespoke scheme. This also ensures aspects of RSE education is taught at the correct age. Teachers carefully plan additional lessons each year to ensure the correct curriculum is being taught at the correct time with regard to the needs and maturity of their cohorts. This is carried out through stand-alone lessons and by splitting up the class into their distinct year groups (and sometimes gender) to teach specific lessons.

Appendix 1 shows the standalone RSE scheme of learning.

Appendix 4 shows how science lessons link with the learning outcomes.

Should additional issues arise to meet specific needs of our pupils then parents will be consulted and informed of additional provision before its delivery.

In preparation for the delivery of these sex education lessons of a sensitive nature, teachers will:

- Prepare the children in advance by talking about the sort of things they will be doing.
- Make strict ground rules for the class or group to agree and adhere to.
- Send a letter to parents informing them of the content of the lessons.
- Invite parents to discuss any questions in person.
- Offer to share with parents the film footage you intend to use.
- Provide ways pupils can feel safe to ask questions eg a question box/ key person

Establishing Ground Rules for the class

It is imperative that all teachers work with pupils to establish clear ground rules before delivering an RSE lesson. **These are not the same as Classroom rules.**

Teachers and students feel safer and work more effectively if they have decided upon a set of ground rules. This helps to reduce anxiety and embarrassment but it also sets the tone for the programme of lessons, allowing everyone to participate if they wish. It also reduces the risk of unintended personal 'disclosure' from both students and teachers- it is not appropriate for a teacher to disclose personal details about their sex life or of people they know (though some teachers choose to be open about their sexuality.)

An example of a set of Ground Rules

We will be open -We can talk openly and honestly but we shouldn't talk about our own or others' personal/private lives.

We can discuss general situations as examples but must not use names or identifying descriptions.

The classroom is a safe space- We can feel safe discussing general issues relating to relationships and sex within this space. And we know that, as long as we are not at risk, our teachers will maintain a certain level of confidentiality. Outside of the classroom, we are aware that other people may feel uncomfortable with such discussions.

We will be nice and respectful- It's okay for us to disagree with another person's point of view but we will not judge, make fun of, or put down anybody.

We won't be forced to get involved -We'll always encourage everyone to get involved in the lesson but no-one will be forced to do anything they don't want to, and no-one will be put on the spot.

Remember, we are all different -We all have different identities, backgrounds and experiences so try to remember that during the lessons.

We will listen to others and share our points of view- Everyone has the right to share their point of view and it will be listened to.

We will try to use respectful language- Nobody should be intentionally disrespectful to others. If we use disrespectful language unknowingly, we will discuss this in class to help each other understand why it's



disrespectful.

Asking questions- We know that there are no stupid questions. It's okay not to know everything and it's okay to get things wrong – even if you are the teacher.

Ground Rules for RSHE

- G** Giggling is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.



All pupils have a right to access the information but how they access it is the responsibility of the teacher. Teachers will plan activities according to how individuals learn including any additional requirements such as SEND or EAL.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our RSE programme.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Any visitors invited to deliver a lesson will have read the school's RSE policy and have a member of the teaching staff present.

Confidentiality

Legally, the school cannot offer or guarantee absolute confidentiality. Teachers conduct RSE lessons in a sensitive manner. However, if a child indicates that they may be or have been a victim of abuse then the teacher will automatically follow the school's Safeguarding procedures. (See the school's Safeguarding policy).

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. (Dfe RSE guidance 2019 p.30). The laws will be addressed under topics discussing marriage, gender identity and online safety.

7. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff



Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Current Class teachers and PPA cover staff are responsible for teaching RSE.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do **not** have the right to withdraw their children from **relationships education**.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. This component is identified as **conception-** including intercourse and IVF addressed in Year 6.

Requests for withdrawal should be put in writing using the form found in **Appendix 6** of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The PSHE lead is responsible for disseminating any new information and sharing online training resources for staff.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Sarah Parsons, PSHE lead and overseen by the headteacher.

Monitoring arrangements:

The teaching staff are encouraged to use the Assessment for learning tools provided by Kapow materials to monitor pupil's development in RSE.



Itchen Abbas RSE Policy

The PSHE lead will monitor by: Book looks, learning walks, observing lessons, questionnaires, pupil interviews and analysing the school's progression and assessment documents.

This policy will be reviewed by Sarah Parsons, PSHE subject lead annually with a working party consisting of at least two other members from: a governor, a parent, a teacher or an LSA.

At every review, the policy will be approved by the headteacher and a representative from the governing body.

This Policy should be read with the following policies:

- Safeguarding policy
- Equality policy
- SEN policy
- Child protection policy
- Curriculum policy

Supporting resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

<https://www.kapowprimary.com/>

<https://schoolleaders.thekeysupport.com/curriculum-and-learning/primary/curriculum-primary/pshe-resources-primary/>

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2>

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Appendix 1: RSE scheme of work



These RSE lessons are to be taught each year in distinct year groups in KS2 as part of the Relationships and Sex Education delivered in this school. Additional lessons regarding relationships, health and wellbeing will also be taught in each class throughout the year by following the PSHE/ RSE scheme of work.

| Squirrels | Threshold d Concept | End Point (Specific key concepts, knowledge / skills) | Retrieval of Previous Learning | Key vocabulary |
|-----------|---------------------------|--|---|--|
| R | | <p>My private parts are private. LO: To begin to understand the concept of privacy and the correct vocabulary for external body parts. Key learning: Toilets have doors/ locks for a reason. We wear pants to keep our privates private. At times someone may need to look or touch your privates like a parent to put cream on or see if you are hurt or a doctor if you have a pain or and itch there. Share Pantosaurus clip. Identify trusted adults and discuss the importance of telling a trusted adult if someone is invading your privacy.</p> <p>'NSPCC - Pantosaurus' 'NSPCC Pants rules guide'</p> | <p>Who are the adults you can trust? Home? School?</p> | <p>Private Penis Vulva</p> |



| Hedgehogs RSE | Threshold Concept | End Point (Specific key concepts, knowledge / skills) these relate to the SCARF pre/post assessments. Coram SCARF site provides the lesson plans and teaching resources.. | Retrieval of Previous Learning | Key vocabulary |
|--------------------------------------|-------------------|--|---|--|
| (Keeping Safe) and the changing body | | <p>L8: My private parts are private. LO: To begin to understand the concept of privacy and the correct vocabulary for body parts.</p> <p>Share Pantosaurus clip. 'NSPCC - Pantosaurus' and 'NSPCC Pants rules guide'</p> <p>Follow discussion points.</p> <p>Introduce the <i>Body parts</i> activity booklet and word bank. Discuss correct names for private body parts.</p> <p>Y1: Complete <i>Body parts</i> activity sheet- Labelling body parts.</p> <p>Show 'NSPCC Pants Presentation' to understand the PANTS rule. Proceed to discuss safe and unsafe touches.</p> <p>Y2: Recall the PANTS rule- what do they remember?</p> <p>Show 'NSPCC Pants Presentation'</p> <p>Consider and discuss the four scenarios.</p> <p>Practise repeating the Childline number to commit to memory. ChildLine posters</p> <p>Activity: <i>My Trust Tribe</i>- writing the name of five adults you trust and draw them. Record the Childline number.</p> <p>L9: Respecting personal boundaries. LO: To know my body is important and belongs to me.</p> <p>Recall the PANTS rule.</p> <p>Attention grabber: '<i>Colour Game</i>' (L9 Cycle B) and ask the differentiated questions.</p> <p>Read the story: '<i>Don't hug Doug</i>,' by Carrie Finison and ask related differentiated questions.</p> <p><i>Body Boundaries</i> activity: Close contact scenarios- differentiated questions.</p> | <p>What can you remember about the PANTS rule?</p> <p>What does private mean?</p> | <p>Penis</p> <p>Vulva</p> <p>Private</p> <p>Safe</p> <p>Trust</p> <p>External body parts</p> <p>Body boundary</p> <p>Permission</p> <p>Choice</p> <p>uncomfortable</p> |



| Otters RSE | Threshold Concept | | Retrieval of Previous Learning | Key vocabulary |
|-------------------|----------------------|--|---|--|
| Y3 | | <p>Y3 ONLY- to allow for Y4 puberty talks.</p> <p>No new learning in Y3 under advice from Kapow. A retrieval of learning undertaken last year follow Year 2 Keeping Safe and My Changing Body Lessons 4,5 & 6 to consolidate understanding.</p> <p>Lesson 4: Appropriate contact: My private parts. LO: To understand to concept of privacy and know the correct terminology for body parts.</p> <p>Revisit: PANTS rule</p> <p>In pairs take turns to point to body parts as the other names them (not private parts).</p> <p>Discuss what private means.</p> <p>Body parts activity- Greater depth challenge. Labelling other external body parts eg wrist, shoulder...</p> <p>Word bank and activity sheets.</p> <p>Lesson 5: Appropriate Contact: My private parts are private. LO: To understand safe and unsafe touches.</p> <p>'NSPCC Pants Presentation'</p> <p>Design posters/ a presentation to show: The PANTS rule, why keeping private parts private is important; how to cope when something inappropriate happens and how to report incidents at home and school.</p> <p>L6: Respecting personal boundaries. LO: Understand what personal boundaries are and how to show respect for the personal boundaries of others.</p> <p><i>Hugging Anna</i> discussion to assess understanding of personal boundaries and rights.</p> <p>Share story: <i>'I choose to say no'</i> by Elizabeth Estrada.</p> <p><i>Body Boundaries</i> activity: Close contact scenarios and associated questions.</p> <p>By Y3 they Should be able to explain how the scenarios might make other people feel; describe why</p> | <p>L4: PANTS rule.</p> <p>What does private mean to you?</p> <p>L5: Safe and unsafe touches.</p> <p>Tribe of trust- adults you trust.</p> <p>L6: What do you understand by personal boundaries?</p> | <p>Penis</p> <p>Vulva</p> <p>Private</p> <p>Safe</p> <p>Trust</p> <p>External body parts</p> <p>Body boundary</p> <p>Permission</p> <p>Choice</p> <p>uncomfortable</p> |



Itchen Abbas RSE Policy

| | | | | |
|----|--|--|--|---|
| | | <p>they like or dislike a particular scenario and when they might come across this scenario in real life. Depending on understanding: Compose and present a scenario for another group to advise on.</p> | | |
| Y4 | | <p>Y4 ONLY. L7: Introducing puberty. LO: To recognise the physical differences between children and adults.</p> <p>Share ground rules for lesson. Use the slides to discuss changes they notice as people get older.</p> <p>Activity: <i>The changing body</i>. Record the physical differences they notice on each stage (Correcting any incorrect body language used).</p> <p>Watch the video and add to diagrams.</p> <p>Hygiene activity: Recording on the left, hygiene issues caused by puberty and on right, what can be done about them.</p> <p>Discuss changes which aren't visible eg feelings and mood.</p> <p>Complete self-evaluation of understanding.</p> <p>Y4 ONLY. L8: Growing up. To recognise that change is part of growing up.</p> <p>Revisit ground rules for lesson. Discuss 'Growing up' slides discussing differences.</p> <p>Imagine self as a 25yr old. Produce a creative piece to show differences addressing what they will look like and be able to do as an adult. This could be in the form of: A portrait of them as an adult, that clearly shows some physical differences and the activities they do. A mind map with the title, 'Me as an adult' in the centre and branches including, 'What I do', 'What I like', and 'Where I live'. A collage of pictures from magazines, catalogues or the internet showing what they might do, wear, own and enjoy.</p> | <p>Recall ground rules for lesson.</p> <p>Read out children's comments about what they think is exciting about growing up. (L6)</p> <p>Revisit grounds rules from last lesson.</p> | <p>Change</p> <p>exciting</p> <p>worries</p> <p>physical</p> <p>height</p> <p>breasts</p> <p>genitals</p> <p>penis</p> <p>testicles</p> <p>hips</p> <p>waist</p> <p>shoulders</p> <p>chest hair puberty</p> <p>hygiene</p> <p>Physical changes</p> <p>Develop</p> <p>Change</p> |



Itchen Abbas RSE Policy

| Foxes RSE | Threshold Concepts | | Retrieval of Previous Learning | Key vocabulary |
|-----------|--------------------|---|--|---|
| | | <p>Pre-assessment activity: This could be done before the day to inform adaptations.</p> <p>Draw and write activity: Explain to the children that you will read out some statements and they will draw or write their responses on their paper. Emphasise that this is an individual activity and there is no right or wrong answer. The exercise is only to find out what the children know about growing up.</p> <p>Statement 1 – A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.</p> <p>Statement 2 – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger. Statement 3 – Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.</p> <p>Year 5& 6- Ice breakers and introduction:</p> <p>Share Ground Rules and expectations for the day.</p> <p>Write or draw activity: What changes happen as you get older? What did you used to like when you were younger which you don't like anymore? Vice versa?</p> <ul style="list-style-type: none"> In pairs children discuss the changes that have occurred in their attitudes, interests and bodies so far → discuss in groups and as a class. Label all of the body parts on both male and female bodies. Discuss actual names for body parts. "Get it out of their system" activity. <p>Explain that for the remainder of the morning we will be referring to the actual names of body parts.</p> <ul style="list-style-type: none"> Female: vulva, (see note, below*), vagina, ovaries, eggs, womb, clitoris, labia, breasts Male: penis, testicles, sperm, pubic hair Card Sorting Activity – sort them into boys, girls or both category. Discuss as a class. Any that are surprising? Questions? <p>Ask children to draw on all the parts of the body that men and women have in common, and all of the differences. Remind children not to discuss with younger children on the playground at lunchtime. Encourage discussion with parents.</p> | <p>What changes might you experience when you grow up into adulthood?</p> <p>What can you tell me about Puberty?</p> | <p>Menstruation/ period</p> <p>Womb lining</p> <p>Bladder</p> <p>Cervix</p> <p>Clitoris</p> <p>Vulva</p> <p>Ova/egg</p> <p>Fallopian tube</p> <p>Labia</p> <p>Ovary/ ovaries</p> <p>Pubic hair</p> <p>Nipples</p> <p>Testicles/ testes</p> <p>Scrotum</p> <p>Sperm duct</p> <p>Urethra</p> <p>Uterus</p> <p>Vaginal opening</p> <p>Voice breaking</p> <p>Wet dreams</p> <p>Year 6 only</p> |



| | | | | |
|--|--|--|--|---|
| | | <p>YEAR 5 ONLY L5: Puberty LO: To understand physical changes during puberty.</p> <p>Watch puberty video- with clitoris</p> <p>Activities: Male and female external body parts. Male internal body parts. Female internal body parts. Label male and female body parts. Understand their functions.</p> <p>Identify that both have Urethra and bladder (not shown on female body parts sheet.)</p> <p>Invite pupils to put questions in anonymous question box. Address any questions from box throughout lesson. Speak to RSE lead/ HT if you are unsure in how to address any questions.</p> <p>Using the PPT for Year 5 RSE on server: Include as this was not covered in Y4 for current cohort 2024-2025</p> <p>Gather ideas and clarify that ‘puberty’ is the word given to the time in a person’s life when their body begins to change from a child’s body to an adult’s body one that is capable of reproduction. Clarify that changes include physical changes, emotional changes and psychological changes.</p> <p>Emphasise that everyone is unique. Not everyone starts puberty at the same age, some earlier than others and some go through puberty faster than others. Girls often start before boys.</p> <p>Explain that chemicals produced in the body called hormones cause puberty, it is natural and part of growing into an adult.</p> <p>Use the IWB slides to discuss in small groups of three. Ask the pupils to discuss how the objects might be linked with puberty and what a person might use them for.</p> <p>Ideas might include:</p> <p>Deodorant: can be used by young adults – both male and female - as they might begin to sweat more. Although regular washing can help someone stay clean and smelling fresh, deodorants are used in addition to washing by some people to help them feel confident about this.</p> <p>Shower gel: like deodorant, regular washing can help someone feel confident about their body.</p> <p>Tissues: During puberty, some people feel more emotional than before and can be caught unawares by emotions at times. Tissues and a supportive friend can be really helpful. Emotions usually settle down after puberty.</p> <p>Spot cream/facial wash: Some people find that hormone changes during puberty cause spots to appear more often than before. A few people can find this is a problem for them. A talk with a pharmacist or medical professional might be helpful and special creams and washes are developed to treat such conditions. After puberty, these problems usually go away.</p> | | <p>Sperm</p> <p>Conception</p> <p>Fertilisation</p> <p>Sexual intercourse</p> |
|--|--|--|--|---|



| | | | |
|--|---|--|--|
| | <p>Period products: menstruation towels, tampons are designed to help girls and women stay hygienic and confident during their monthly period – we will talk about this a bit more later. Other products, e.g. menstruation cups, re-usable pads and period pants are available which some women use as they are reusable and considered more environmentally friendly.</p> <p>Hair growth: one of the body changes at puberty is that of hair growth. Some people choose to shave under arms etc. but everyone is different. This is an opportunity to emphasise autonomy and persons right to make decisions about their own bodies. (NB: no image of a razor has been included in the IWB slide. This is to help prevent girls feeling that it is the norm to start shaving as soon as they grow hair under arms and that they must do this).</p> <p>Establish with the class that it is important that young people have a good understanding of how their bodies will change. What happens to male and female bodies during puberty?</p> <p>Use the PPT to discuss the way female bodies grow and change:</p> <p>Breasts develop to enable a female to feed a baby, Hips widen, Height increases, Periods begin, Body hair grows around the genitalia and under arms.</p> <p>Question time</p> <p>L6: Menstruation LO: To understand the menstrual cycle. Part of this lesson can be taught in single-sex groups. The content should be delivered to both sexes but additional ideas are given where extra detail should be provided for a specific sex.</p> <p>Looking at changes in puberty in more detail-specifically girls and periods. Recap learning about changes to the female body during puberty. Learn about what happens inside a female’s body that means she can get pregnant in the future if she wants to.</p> <p>Look at the video: The menstrual cycle. Children may ask how fertilisation happens. If so, explain that for an egg to be fertilised, a sperm from a male is needed and they will learn about how this happens in Year 6.</p> <p>Girls: Girls true or false quiz. Self- mark and encourage questions/ discussion for each answer. Explore sanitary products that can be used. For this age, pads are usually recommended but other options are fine to use also. Discuss hygiene surrounding use of pad, changing frequency and how, availability from school office etc.. Time for the question box. Changes in males.</p> <p>Boys: Delivery from a male teacher would be nice but not essential. Show types of protection girls may use during their period. Complete Boys true or false quiz. Self-mark and encourage questions and discussions around each answer. Following this a discussion about what they are/will be going through such as erections and wet dreams. Question box.</p> | | |
|--|---|--|--|



| | | | | |
|--|--|--|--|--|
| | | <p>L7: Emotional changes in puberty. LO: To understand emotional changes during puberty.</p> <p>Address any remaining questions from ‘RSE PSHE, Safety and the changing body, Year 5 only (Cycle B), Lesson 5: Puberty. Activity. Write down an increasing number of things they remember or learnt last time in groups of increasing size. Question box.</p> <ol style="list-style-type: none">1. Explain to the children that this will be their last lesson on puberty this year.2. Begin by addressing any questions that the children have put into the question box, or any misconceptions that came up during the ‘Draw and write’ activity in Lesson 5.3. Explain that the focus of the children’s learning so far has been on the physical changes the children will go through, but that there other changes that they will experience.4. Arrange the children in groups and give each group a copy of the Activity: Puberty scenarios. Invite the children to work in their groups to come up with an answer for each scenario. If your class is experiencing particular issues you may want to add additional scenarios.5. Once the groups have discussed their ideas and solutions to the scenarios, open the discussion of the scenarios to the whole class. Reinforce that puberty is a time of change and they will all have a mixture of feelings and experiences. Sometimes other people might act in a way that is out of character and they might themselves. It is a time when they might need to make allowances for other people. Stress that there is always someone that they can talk to if they have any concerns. <p>Wrap up: Repeat Draw and Write activity using the 3 statements to assess learning and compare with initial answers.</p> <p>Statement 1 – A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.</p> <p>Statement 2 – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.</p> <p>Statement 3 – Changes can’t always be seen, draw or write some other changes the boy and girl might be experiencing.</p> <p>What do I know now about puberty that I didn’t at the start of the lessons? Question box.</p> | | |
|--|--|--|--|--|



| | | | | |
|----|--|---|--|--|
| Y6 | | <p>YEAR 6 ONLY</p> <p>L5: Physical and emotional changes of puberty. LO: To understand the changes that happen during puberty. Discuss class Ground rules.</p> <ol style="list-style-type: none"> 1. In groups pupils write any changes that occur during puberty under male and female headings. Swap papers around groups to add more ideas. Watch <i>Pupil video: Puberty</i> you choose, especially if you feel the children need additional consolidation of their learning. 2. Body parts quiz (multiple choice option available). Clarify misconceptions using Body Parts Diagrams presentation. 3. Problem pages scenarios: in groups compose/ write a response to the letter. 4. Question box- if no question must write no question so all are writing something at the same time. <p>L6: Conception (Parents have the right to withdraw their child from <u>some</u> of this lesson)</p> <p>LO: To understand the biology of conception</p> <p>Question box from last session.</p> <p>Watch pupil video: Menstruation (from Y5). What happens during the Menstrual cycle?</p> <p>Parents have the right to remove their child from the rest of this lesson.</p> <p>Watch pupil video: Conception. Discuss legal age: age of consent and what consent means. Include that consent can be withdrawn. Also explain consent as a broader term. Re-watch video.</p> <p>Activity: Sequencing. Matching images to correct statements.</p> <p>How is a baby made?</p> <p>NB: As we do not teach contraception, any questions around this must adhere to school RSE policy and answered with care. Check with HT or RSE lead if you are unsure.</p> <p>L7: Pregnancy and birth. (Parents have the right to withdraw their child from this lesson)</p> <p>LO: To understand the biology of conception</p> <p>Question box</p> <p>Make clear that not everybody will be able to have a baby in this way and there are other options such as: Adoption, Surrogacy or IVF.</p> <p>Explain that pregnancy and birth are only the start of being a parent and that being a parent is a</p> | | |
|----|--|---|--|--|



Itchen Abbas RSE Policy

| | | | | |
|--|--|---|--|--|
| | | <p>long-term commitment.</p> <p>Ask the children to talk to a partner about what a baby might need in the first nine months. Take some feedback and ensure they think about practical and emotional support as well as products. Explain to the children that you would like them to create a piece of work that illustrates either how a baby develops during the nine months of pregnancy or what a baby needs during the first nine months of its life. This piece of work can include pictures and text and must show the children's understanding of the aspect they have chosen. You may want to decide which activity you want the children to do and you will need to decide whether the children will work in pairs or small groups to produce their piece of work.</p> <p>Show some of the children's work and emphasise the amount of commitment a baby takes. Make it clear that because of the big commitment, most couples take a long time to decide to have a baby. Remind the children that 16 is the age when legally a person can have intercourse, but this does not mean you must have intercourse at 16 and many people choose to wait until they are older. Everyone can make that choice for themselves.</p> <p>How does a baby develop? What does a baby need in its first months of life?</p> <p>Wrap up: write down three things you have learnt, scrunch up to a snowball and throw it at a class member.</p> <p>Questions.</p> | | |
|--|--|---|--|--|



Appendix 2: The progression of RSE and Health education

A guide to the progression of issues explored through RSE and Health education

The table below indicates when certain topics relating to RSE and Health education will be addressed.

| | | |
|------------|--|--|
| Ages 3-6 | | At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important. |
| Ages 7-8 | | At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important. Puberty/ Menstruation education begins. |
| Ages 9-10 | | At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. *They may be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They may also want to know who they can talk to if they want help or advice and information about puberty and sex. |
| Ages 11-13 | | At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy - how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc. |

*It is our policy not to teach contraception methods and sexually contagious diseases such as HIV unless a specific need exists.



Appendix 3: Examples of questions that will be explored in school and which parents can explore at home with their children

The list of questions links to science and health education and personal safety.

Questions referring to relationships, friendships and personal identity will also be explored. This list can be provided on request.

Ages 3-6yrs

- Why are girls' and boys' bodies different?
- What do we call the different parts of girls' and boys' bodies?
- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?
- Which parts of my body are private?
- When is it OK to let someone touch me?
- How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts?
- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

Ages 7-8yrs

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?

- Why are some girls in my class taller than the boys?
- How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?
- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?
- Why does having a baby need a male and a female?
- What are eggs and sperm?



Itchen Abbas RSE Policy

- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?
- Where can I find information about growing up?

Y4

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone without hurting their feelings?
- Who can I talk to if I want help and advice, or am worried about someone else?

Y5

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- How do I feel about growing up and changing?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone isn't respecting my personal boundaries?
- Who can I talk to if I want help and advice or am worried about someone else?

Y6

- How can I keep safe online?
- Why do I need to protect personal information including passwords, addresses and photos of myself and others online?
- How can I manage any requests for photos of myself or peers I may receive?
- What is and is not appropriate to ask for or share online?
- Who can I talk to if I feel uncomfortable or are concerned by such a request?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable or if someone isn't respecting my personal boundaries?
- What is personal and private information?
- What kind of physical contact is unacceptable and how should I respond?
- How will my body and emotions change as they approach and move through puberty?
- How do I feel about growing up and changing?
- How do humans reproduce?



Itchen Abbas RSE Policy

- Can people of the same sex love each other? Is this ok?
- What do I do if someone wants me to do something I know is wrong or makes me feel uncomfortable?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- Who can I talk to if I want help and advice or am worried about someone else?

Appropriate questions that arise from the children during the workshops will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability and tailored to suit our children's needs.



Appendix 4: RSE links with Science, PE, Computing and RE end of year learning outcomes.

| | Science- Animals including humans | P.E. | Computing- Online safety and Digital Literacy | RE- The Living Difference III |
|-----------|---|--|--|--|
| Reception | Early Learning Goal: They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. | Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | <ul style="list-style-type: none"> Know that they should always ask a responsible adult if they want to use a device. | |
| Y1 | <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | | <ul style="list-style-type: none"> Know that they should always ask a responsible adult if they want to use a device. | They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised. |
| Y2 | <ul style="list-style-type: none"> Notice that animals, including humans have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Identify that humans and some other animals have skeletons and muscles for support, protection and movement Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat. (takes place in Y2 or 3 depending on cycle) | <ul style="list-style-type: none"> I can lead others in small games situations | <ul style="list-style-type: none"> Know devices that enable direct communication between people through images and text. Know what personal information is and that they should never share this with anyone they don't know. Know that they should tell a trusted adult if they are upset or worried about anything on a device. | They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised. (Including 'because') |



Itchen Abbas RSE Policy

| | | | | |
|-----------|---|--|--|---|
| <p>Y3</p> | <ul style="list-style-type: none"> • Notice that animals, including humans have offspring which grow into adults • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Identify that humans and some other animals have skeletons and muscles for support, protection and movement • Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat. | <ul style="list-style-type: none"> • I can compete with others • I can pass to teammates when appropriate. | <ul style="list-style-type: none"> • Know that some people are the internet should not be trusted • Know that concerns about what they see on- line should be reported to a trusted adult • Use a simple password • Use a Search engine to find information given key words • Know which websites are useful • Know how to log in and out of websites used at school | <p>As for Year 4 for but add 'Beginning to...'</p> |
| <p>Y4</p> | <ul style="list-style-type: none"> • Describe changes as humans grow to old age • Describe the differences in the • life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plants and animals <p>(Takes place in either Y4 or 5 depending on cycle)</p> | <ul style="list-style-type: none"> • I can support others. • I can show resilience when a plan does not work. • I can lead a team effectively | <ul style="list-style-type: none"> • Know that pictures and text share on-line can end up with strangers • Reliably know what to do if they are exposed to unpleasant materials on any device • Reliably uses a more complex password to access resources. • Know what the key words are to enter into a Search engine to find information they want. • Can select useful websites from the results of a search. | <p>They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p> |
| <p>Y5</p> | <ul style="list-style-type: none"> • Describe changes as humans grow to old age • Describe the differences in the • life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plants and animals <p>(Takes place in either Y4 or 5 depending on cycle)</p> | <ul style="list-style-type: none"> • I can support others/ I can seek support when I need it. • I can lead a team, work with others or work alone. • I am a fair and supportive player. | <ul style="list-style-type: none"> • Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are. • Know that it is irresponsible to share images of friends on-line without their permission. • Know how to report concerns on-line. • Effectively use a search engine to find multiple criteria using AND/OR to refine searches • Know how to compare information from different websites and know that some sites may show bias | <p>As Y6 but add 'Beginning to...'</p> |



Itchen Abbas RSE Policy

| | | | | |
|-----------|--|--|--|--|
| <p>Y6</p> | <p>Topic: Evolution and inheritance</p> <ul style="list-style-type: none"> Recognise that living things produce offspring, but normally offspring vary and are not identical to their parents | <ul style="list-style-type: none"> I can identify possible risks and think of ways to manage them. I ask for and listen to expert advice. I embrace leadership and team roles. I can gain the commitment and respect of my team. I remain positive even in the most challenging of circumstance. I seek support from the team and experts if in any doubt. | <ul style="list-style-type: none"> Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. Know that it is illegal to post or view 'rude' images of children. Know that hacking or misusing someone else's account is illegal. Know that search results can be manipulated by sponsorship and advertising. Know how to validate information found through searches by checking more than one source. Know that some news is 'fake.' | <p>They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</p> |
|-----------|--|--|--|--|



Appendix 5: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |



| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

Appendix 6: Parent form: withdrawal from sex education within RSE

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

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| Signed: | |