



Lawley Primary School and Nursery Vision - Planting the Seeds, Growing the Future - is based on the two key principles Our Vision - Planting the Seeds, Growing the Future is based on the two key principles of: Encouraging better learners and developing life-long learners.

Our Values - We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation, which involved a wide range of stakeholders, including pupils. The whole process produced lists of values that are not dependent on race, culture, class or religion. From the extensive lists produced, five core values were chosen these are: happiness, respect, courage, friendship, and responsibility.

Our Mission statement talks of providing an environment in which every child is cared for spiritually, morally, socially, culturally, intellectually, and physically, allowing everyone to be the best that they can be! We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children.

Relationships, Sex and Health Education Policy **2026 – 2027**

The purpose of the Relationships, Sex and Health Education (RSHE) policy is to support the personal, social, emotional and physical development of all pupils in a safe, inclusive and age-appropriate way. Through RSHE, pupils are taught to understand themselves, develop healthy and respectful relationships, and gain the knowledge and skills they need to make informed decisions about their wellbeing.

This policy ensures that RSHE is delivered in line with statutory requirements and reflects the school's values, promoting respect, friendship, equality and safeguarding. It recognises the importance of partnership with parents and carers and aims to provide pupils with accurate information that is sensitive to their stage of development, cultural background and individual needs.

By delivering high quality RSHE, the school seeks to empower pupils to keep themselves and others safe, build positive relationships, develop self-confidence and emotional resilience, and prepare for the physical and emotional changes they will experience as they grow.

Statutory Requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in [Relationships Education, Relationships and Sex Education and Health Education guidance](#). At our school, we deliver Relationships and Health Education/RSE, as set out in this policy, in line with current statutory duties and requirements.

As a maintained school, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.

In teaching RSHE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996. Legislation and guidance documents that inform our school's RSHE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (2025).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025)

Policy Development

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

1. **Review** – RSHE task group comprising of teaching staff, RHE, Science, Computing, R.E. P.E. Leads, School Governors and parents of students from Primary and Secondary phases of 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. **Parent/stakeholder consultation** – parents and any interested parties had the policy shared with them and offered an opportunity to ask questions / raise concerns
4. **Ratification** – once amendments were made, the policy was shared with governors and ratified

Definition and aims

At Lawley Primary School and Nursery, we believe that our pupils need to be educated in Relationships and Health Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We define sex education as providing pupils with age appropriate, factual information about the physical and emotional changes they will experience as they grow, including puberty and the basic biological aspects of reproduction.

We consider effective Relationships and Health Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships and health Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

The overarching aims of Relationships and Health Education and Relationships & Sex Education (RSE) at our school are:

- To provide pupils with accurate, age-appropriate and scientifically factual information that supports their physical, emotional and social development
- Help pupils develop positive values, attitudes and skills to form healthy, respectful relationships with others
- Support pupils to understand and manage emotions, develop self-respect and build resilience and confidence
- Promote equality, respect and inclusion, and challenge discrimination, stereotyping and harmful behaviours.
- Equip pupils with knowledge and skills to keep themselves safe, including understanding personal boundaries, consent and how to seek help.
- Prepare pupils for the physical and emotional changes of puberty and the transition to adolescence.

- Ensure learning is delivered in a safe, supportive environment that recognises the role of parents and carers and reflects the school's values.

At an appropriate age for our pupils, part of our school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. Any non-statutory sex education content will be clearly identified in our curriculum overview and parent's will receive a letter informing them of this content prior to teaching. Further information can be found in the 'Working with parents/Parents' right to withdraw' section of this policy.

Relationships and Health Education and RSE are **not** about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

Curriculum

Our Relationships Education and Relationships & Sex Education (RSE) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

The RHE/RSE subject lead is responsible for overseeing and organising the Relationships Education/RSE curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

Relationships and health Education/RSE is delivered as part of our RHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At Lawley Primary School and Nursery, we use the Kapow Primary RSE/RHE scheme of work as the basis for our Relationships Education/RSE provision. Our Relationships Education/RSE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as religious education and science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate.

We have chosen, as a school, to include the non-statutory elements of sex education within our curriculum and to deliver this content in a carefully planned, age-appropriate way. This approach ensures that pupils receive accurate, factual information in a safe and supportive environment, reducing the risk of misunderstanding or reliance on hearsay or unreliable sources. This unit is taught in the summer term of Year 6. Parents and carers will be notified of these lessons prior to being taught and have the right to withdraw if they so wish. See Appendix 3.

We use lessons supplied by the NSPCC 'PANTS' campaign to embed learning about keeping ourselves safe.

We use the 'Expect Respect' lessons provided by Women's Aid to support the 'healthy relationships' part of the curriculum.

Parents and carers can request to see lesson plans, resources and material used in our RHE / RSE lessons by making an appointment with the class teacher.

Inclusion

Our RHSE curriculum is designed to be inclusive, accessible and relevant to all pupils, regardless of their background, identity or individual needs. We are committed to ensuring that every pupil can fully engage with and benefit from RHSE.

We adapt our curriculum and teaching approaches to meet the diverse needs of our learners, including pupils with special educational needs and disabilities (SEND), pupils from different cultural and religious backgrounds, and those with varying levels of prior knowledge and understanding. This may include the use of differentiated resources, adapted language, visual supports, and varied teaching strategies to ensure content is understood appropriately.

Our curriculum reflects and respects diversity, including different family structures. Where appropriate, we work in partnership with parents and carers, as well as external professionals, to ensure that learning is sensitive, age-appropriate and responsive to individual needs. Teachers use their professional judgement to tailor delivery while maintaining the integrity and statutory requirements of the curriculum.

Safeguarding and confidentiality

Safeguarding is a fundamental priority within our RHSE provision. All teaching is delivered within a safe, supportive environment where pupils are encouraged to ask questions and engage in discussion, while understanding clear boundaries around confidentiality.

Staff make it clear to pupils that, while they will be listened to and supported, they cannot offer absolute confidentiality. If a pupil shares information that raises a safeguarding concern or indicates that they or another person may be at risk of harm, staff have a duty to act in accordance with the school's safeguarding procedures.

All concerns will be taken seriously and responded to promptly, following the procedures set out in our safeguarding and child protection policy. This includes reporting concerns to the Designated Safeguarding Leads (DSLs) who will take appropriate action, which may involve working with external agencies when necessary.

RHSE lessons are planned and delivered in line with statutory guidance from the Department for Education, ensuring that safeguarding is embedded throughout the curriculum. Ground rules are established in lessons to create a respectful environment, and pupils are supported to understand how to seek help and report concerns.

Through this approach, we aim to ensure that all pupils feel safe, know how to access support, and understand that their wellbeing is always our highest priority.

Parents' right to withdraw

For primary aged pupils parents do not have the right to withdraw their children from relationships or health 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/RHE 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

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

The KAPOW Primary scheme has support and CPD for the subject lead and teachers to access. These include Bitesize CPD videos that are designed to be watched before teaching, supporting teachers to feel prepared and informed when delivering sensitive or complex content, while still using their professional judgement to adapt lessons to their class and context.

Kapow Primary also provides webinars for more in-depth support. These sessions aim to upskill teachers, strengthen subject knowledge and support consistent, policy-aligned practice across the school.

Monitoring and Assessment

The delivery of RSE is monitored by the RSE/RHE lead through work looks and pupil voice.

Pupils' development in RSE / RHE is monitored by class teachers through formative assessment and is embedded throughout Kapow Primary's RSE & RHE lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

This policy will be reviewed by the RHE Lead on an annual basis. At every review, the policy will be approved by the Full Governing Body. The next review will be September 2027.

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

Appendix 1 – Taken from the statutory guidance from the DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025.

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
 7. The conventions of courtesy and manners.
 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
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Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
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Appendix 2 – Curriculum overview from KAPOW

Long-term plan Condensed - Current (2025/26)						
	Introductory/lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
EYFS		Self-regulation: My feelings	Building relationships: Special relationships	Building relationships: My family and friends	Managing self: Taking on challenges	Managing self: My wellbeing
Year 1	Y1 Introduction: Setting ground rules for RSE & PSHE	Family and relationships (Lessons 1, 2, 5, 6, 7)	Health and wellbeing (Lessons 1, 3, 5, 6, 7)	Safety and the changing body (Lessons 1, 2, 4, 5, 6)	Citizenship (Lessons 1, 4)	Economic wellbeing (Lessons 1, 4)
Year 2	Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 2, 4, 5, 6, 7)	Health and wellbeing (Lessons 1, 5, 6, 7)	Safety and the changing body (Lessons 2, 3, 4, 5, 8)	Citizenship (Lessons 1, 5, 7)	Economic wellbeing (Lessons 2, 3)
Year 3	Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 1, 2, 3, 5, 6, 7)	Health and wellbeing (Lessons 1, 2, 3, 4, 6, 7)	Safety and the changing body (Lessons 1, 4, 7, 8)	Citizenship (Lessons 2, 5)	Economic wellbeing (Lessons 2, 5)
Year 4	Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 1, 2, 4, 6, 8)	Health and wellbeing (Lessons 1, 3, 5, 6, 7)	Safety and the changing body (Lessons 1, 2, 4, 7, 8)	Citizenship (Lessons 1, 5)	Economic wellbeing (Lessons 1, 3)
Year 5	Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 2, 3, 4, 5, 6, 8)	Health and wellbeing (Lessons 2, 5, 6, 7)	Safety and the changing body (Lessons 1, 2, 3, 4, 6, 7)	Citizenship (Lessons 1, 6)	Economic wellbeing (Lesson 4)
Year 6	Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 1, 2, 4, 5, 6)	Health and wellbeing (Lessons 3, 4, 5, 6, 8)	Safety and the changing body (Lessons 1, 3, 4, 8)	Citizenship (Lessons 1, 4, 6)	Economic wellbeing (Lesson 6)/ Identity (Lesson 2)

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

Lawley Primary 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
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	

TO BE COMPLETED BY THE SCHOOL	
School signature and date	