

# Relationships and Sex Education Policy

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## 1. Aims

The aims of relationship and sex education (RSE) within the Futura Learning Partnership (the trust) are to:

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

## 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Bedminster Down School we teach RSE as set out in this policy.

## 3. Policy development

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

1. Futura Learning Partnership Policy – The trust Executive Leader for Safeguarding and a trust primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all trust schools to adapt to the school context was then created.

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 were invited to give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils/students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

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

## 5. Curriculum

Our curriculum is set out as per Appendix A but we may need to adapt it as and when necessary.

We have developed the 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.

Primary sex education will focus on:

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

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

## 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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

Add information about any sex education you provide that is in addition to what's covered in the science curriculum.

For more information about our RSE curriculum, see Appendices A and B.

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RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices A and B.

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).

## 7. Roles and responsibilities

### 7.1 Governance

Approval of this policy is the responsibility of the trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

### 7.2 Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSE is taught consistently across each academy, and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

### 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/students
- Responding appropriately to pupil/students whose parents/carers 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/Principal.

#### **7.4 Pupils/Students**

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

### **8. Parents/Carers' rights 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/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.

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

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Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn

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.

### **9. Training**

Staff are trained on the delivery of RSE as part of ongoing professional development.

The Headteacher/Principal 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 the Head of Personal Development through:

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

## Appendix A – PSHE Curriculum Map that include Relationships and sex education

Year \ Term	1 Being me in My World	2 Celebrating Difference	3 Dreams and Goals	4 Healthy Me	5 Relationships	6 Changing Me
7	<p><b>How do I fit into the world I live in?</b></p> <p>Identity – what makes a person?</p> <p>Is fitting in more important than being unique?</p> <p>Influences/ peer pressure</p> <p>That happiness is linked to being connected with others</p>	<p><b>Do we need to feel ‘the same as’ to belong?</b></p> <p>Challenging prejudice and discrimination</p> <p>Protected characteristics</p> <p>Assertiveness</p> <p>Role of a bystander</p> <p>Stereotypes</p> <p>Bullying</p> <p>Relationship skills</p>	<p><b>Can my choices affect my dreams and goals?</b></p> <p>Identifying personal dreams and goals</p> <p>Skills for the 21st century workplace</p> <p>Steps to achievement</p> <p>Managing setbacks</p> <p>Basic first aid in emergency situations</p>	<p><b>To what extent am I responsible for my mental and physical health?</b></p> <p>Recognising and describing emotions</p> <p>Strategies for positivity</p> <p>Managing stress</p> <p>Link between mental health and activity</p>	<p><b>What can make a relationship healthy or unhealthy?</b></p> <p>Identifying my relationships</p> <p>Values and qualities in healthy relationships</p> <p>Relationship change</p> <p>Managing my responses to keep my relationships healthy and safe</p>	<p><b>What changes are happening to prepare me for adulthood?</b></p> <p>Puberty and body development (Re-cap from primary)</p> <p>Conception and childbirth (Re-cap from primary)</p> <p>Choices with pregnancy (IVF, surrogacy, contraception)</p> <p>Different types of parenting and families</p> <p>Self and body-image</p>

	Maintaining positive relationships with people who are different to me  Online identity and relationships		Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.	Taking responsibility for health  Substances and their effects  Nutrition  Vaccinations  Sleep	Discernment  Media portrayal of relationships  Assertiveness  Sexting  Rights and responsibilities (including consent)	FGM, breast ironing  Brain changes in adolescence
	BMIMW	CD	DG	HM	R	CM
8	Can I choose how I fit into the world?  How have I changed?  Planning for the year ahead  Family, what does that mean to me?  Different types of committed stable relationships	How different are we really?  Recognising similarities  Prejudice and discrimination  Protected characteristics  Social injustice and inequality  Hate crime	Can the choices I make now influence my future?  Short, medium and long-term goals  Resilience Employability skills  Career choices  My online 'footprint'	Can I become more responsible for my health and happiness?  Taking personal responsibility for health  Stress triggers  Managing stress  Substances and their effects	Because I'm worth it...or am I?  Relationship with self / Negative self-thoughts  Body-image including online and in media  Competing relationships and how to manage these demands	What factors can make an intimate relationship happy and healthy?  Boyfriends and girlfriends  Different types of committed stable and loving relationships/partnerships  Positive aspects of healthy intimate relationships

	<p>Does my family influence me?</p> <p>Active listening</p> <p>Stereotyping (in families)</p> <p>What do I choose to 'hear' about myself?</p> <p>Faith and beliefs</p> <p>Cultural diversity</p>	<p>Making a positive contribution to community</p> <p>Making a difference and links to wellbeing</p> <p>Blood and organ donation</p>	<p>Budgeting</p> <p>Debt</p> <p>Gambling inc links to mental health</p> <p>Positive/negative role of money in society inc links to mental health</p>	<p>Drug supply and possession</p> <p>County lines/exploitation /gang culture</p> <p>Role of medicines and vaccines</p> <p>Dental health</p>	<p>Personal space inc online</p> <p>Media portrayal of relationships / Media manipulation</p> <p>Components of positive relationships / Personal space</p> <p>Social media and online safety / Illegal aspects of social media</p> <p>Recognising negative relationships and skills to manage them</p>	<p>Negative factors that can make an intimate relationship unhealthy</p> <p>e.g. power and control/STIs</p> <p>Choosing to 'come out'</p> <p>Pornography</p> <p>Alcohol and relationships</p> <p>Accessing support</p>
	BMIMY	CD	DG	HM	R	CM
9	To what extent does the world I live in affect my identity? Personal	Is being different a good thing?	Who do I dream of becoming?	How can substances	Is choice important within intimate relationships?	How can change affect mental health?

	<p>identity and intimate relationships</p> <p>Peer approval</p> <p>Social media Self-identity</p> <p>Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</p>	<p>Sexism and homophobia</p> <p>Perception of others</p> <p>Positive and negative language, banter and verbal bullying</p> <p>Types of bullying</p> <p>Recognising prejudice</p> <p>Stereotyping</p>	<p>Personal strengths and weaknesses</p> <p>SMART planning</p> <p>Mental health and body image, self-esteem</p> <p>Recognising mental ill-health self-harm &amp; suicide, eating disorders, depression, anxiety pressure (peep, online, media)</p> <p>Maintaining mental health.</p> <p>Accessing mental health support</p>	<p>impact on well-being?</p> <p>What does the media say about teenagers?</p> <p>Dental health</p> <p>Alcohol and decision making</p> <p>Drugs and decision making</p> <p>Emergency first-aid Substances and mental health</p>	<p>Power and control in relationships</p> <p>Consent and assertiveness</p> <p>Contraception Sexually Transmitted Infections</p> <p>Am I normal?</p> <p>Common concerns around adolescence</p>	<p>Changing perceptions and opinions</p> <p>Mental health</p> <p>Common mental health issues</p> <p>Skills for change and 'pressure'</p> <p>Adapting to change Self-reflection and evaluation</p> <p>Transition to next year group</p> <p>Sleep</p>
	BMIMW	CD	DG	HM	R	CM
10	Is managing my online and off-line world within my control?	Does everyone in society have the right to equality?	Is success only possible when physical and	When it comes to health to what extent am I in control?	Is love all you need?  What makes a happy relationship	Can all change be positive in some way?  How does social change affect me?

	<p>Freedom and safety</p> <p>Safe relationships</p> <p>Online safety and cultural norms</p> <p>Personal safety with technology</p> <p>Staying safe off line</p> <p>Managing threats to safety in the wider world</p>	<p>What does equality mean to me?</p> <p>Equality in the workplace</p> <p>Equality in society</p> <p>Equality in relationships</p> <p>Equality and vulnerable groups</p> <p>Power and control</p>	<p><b>emotional needs are in balance?</b></p> <p>Dreams for myself and the world; balance and perspective, relationships and community.</p> <p>Jobs - legislation around work for young people</p> <p>Managing setbacks/ resilience building</p> <p>Planning for success</p>	<p>Physical health; screening, vaccination, personal hygiene.</p> <p>Health MOT</p> <p>Achieving mental health</p> <p>Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, loneliness, diseases, cancer, heart disease, infection</p>	<p>Parenting relationships</p> <p>Relationship breakdown</p> <p>Social influences on relationships, e.g. stereotypes, pornography, media, peer perception</p> <p>Friendships and peer support and connectedness</p> <p>Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation</p>	<p>Managing relationship changes e.g. loss, bereavement, break-ups, blended families, divorce</p> <p>Gender identity</p> <p>Spectrum of sexuality</p> <p>Managing the challenges in the year ahead</p>
	BMIMW	No CD Provided in Year 11	DG	HM	R	
11	<b>Are we in the adult world at 16?</b>	<b>First Aid</b>	<b>Can I rely on myself to achieve my goals</b>	<b>Should relationships, sex and sexual health</b>	<b>Without sufficient knowledge can we avoid misuse of</b>	

	<p>Entering the adult world</p> <p>Ok at 16, legislation affecting 16- year olds</p> <p>Managing adult on-line relationships</p> <p>Emergency response, e.g. medical emergency, drugs, alcohol, diabetes, allergies, head injury</p>	<p>Emergency response</p> <p>Recovery Position</p> <p>DRABC</p> <p>CPR</p> <p>Burns and Scald</p>	<p>or do I need luck or destiny?</p> <p>Dreams and goals including; financial, jobs, relationships (e.g. marriage, parenting)</p> <p>Resilience</p> <p>Contingency planning</p>	<p>be discussed more openly?</p> <p>Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc)</p> <p>Communication about relationships, sex and sexual health</p> <p>Exam preparation and concentration, sleep, stress, relaxation.</p>	<p>power in our relationships?</p> <p>Sexuality spectrum</p> <p>Respect and equality in relationships (recognising conflicts and power-based relationships)</p> <p>Individuality in relationships</p> <p>Stages of relationships</p> <p>Sexual relationship checklist</p> <p>ender/honourbased violence</p> <p>FGM</p>	
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## Appendix B – Department for Education RSE Guidance

### 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

**By the end of secondary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix C – 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	