# Relationships, Sex and Health Education (RSHE) Trust Policy

| | |
|---|---|
| **Policy type** | Trust wide with local context (Tier 3). Taken from The Key |
| **Review** | Every three years |
| **Author/Responsible Officer** | Governance Officer |
| **Approved by** | Trust Board |
| **Date of approval** | February 2026 for implementation from 1st September 2026 |
| **Date of next review** | April 2028 |

This policy is a mandatory policy for all DSAMAT Academies and must be implemented with localised amendments

*Enabling all to flourish: Rooted in God's love*

**Our mission, vision and values**

The Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all of its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long-term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities, and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

**Our community**

The Trust is dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectations, aspiring to educational excellence with a firm foundation of values.

This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

**Statement of Intent**

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) over-arching Relationships and Sex Education policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust along with those working within the central team. This policy will also be implemented and adhered to from the first day of any other school joining the Trust.

Throughout the document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT and lower, junior and primary schools will be referred to collectively as primary schools.

# Contents

1. Aims ..... 4

2. Statutory requirements ..... 4

3. Policy development ..... 4

4. Definition ..... 5

5. Curriculum ..... 5

6. Delivery of RSHE ..... 6

7. Use of external organisations and materials ..... 7

8. Roles and responsibilities ..... 8

9. Parents' right to withdraw ..... 9

10. Training ..... 9

11. Monitoring arrangements ..... 10

Appendix 1: Curriculum map ..... 11

Appendix 2: By the end of primary school pupils should know ..... 26

Appendix 2: By the end of secondary school pupils should know ..... 28

Appendix 3: Parent/carer form: withdrawal from sex education within RSHE ..... 31

## 1. Aims

The aims of relationships and sex and health education (RSHE) in our trust are to:

- Provide a framework in which sensitive discussions can take place.
- Provide children and young people with the knowledge and skills that enable them to make an informed decision about their wellbeing, health and relationships.
- Prepare pupils for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development.
- Provide effective teaching to support the prevention of harms by helping young people understanding and identify when things are not right. puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Provide Relationships Education for all children receiving a Primary Education and Relationships and Sex Education for all pupils receiving a Secondary Education.
- Help children and young people to cultivate positive characteristics including: resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.
- Provide children and young people with a clear understanding about puberty and the importance of health and hygiene.
- Provide our Secondary age pupils with an understanding of sexual development and create a positive culture around sexuality and relationships.
- Teach children and young people the correct vocabulary to describe themselves and their bodies, in an age appropriate and progressive way.

## 2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSHE to all pupils at our secondary academies.

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. This would include the elements of sex education contained in the science curriculum at primary level.

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

We also have regard to legal duties set out in:

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

In our Trust we teach RSHE as set out in this policy.

## 3. Policy development

Parents must be consulted when making changes to the RSHE policy, and it is good practice to consult with staff and pupils, too. The text below is how DSAMAT schools will do this.

The localised aspects of this policy will be developed in consultation with staff, pupils and parents/carers. The consultation and policy development process should include the following steps:

1. Review – The lead for PSHE / RSHE compiles all relevant information linked to the delivery of the RSHE Curriculum.
2. Staff consultation – staff across all schools are given the opportunity to review the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers are invited to review the draft policy and raise any points for due consideration.
4. Pupil consultation for Secondary Age pupils – we investigate what exactly pupils want from their RSHE.
5. Approval – if any amendments to the trust aspects of the policy are proposed, it will be resubmitted to the board of trustees for consideration and approval.

## 4. Definition

For the purpose of this policy:

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

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

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

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

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

We will share any curriculum resources and materials with parents and carers upon request.

Curriculum delivery in our schools will ensure the following key principles are assured:

- Engagement with children and young people: An inclusive and well-sequenced RSHE curriculum informed by meaningful engagement with pupils to ensure the curriculum is relevant and engaging.
- Engagement and Transparency with Parents: Engage with parents on the content of RSHE and be transparent about all the materials used in RSHE. Parents have the right to withdraw their children from sex education and schools should ensure parents are aware of the education content within lessons in advance.
- Positivity: Focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships, where relevant and about health, including mental health.
- Careful Sequencing: Schools should cover all statutory topics and sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way, before they occur, to prevent harms.
- Relevant and Responsive: The curriculum should be developed to be relevant, age and stage appropriate and accessible to all.
- Skilled delivery of participative education: Delivered by school staff, or external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils.
- Whole School approach: The curriculum is best delivered as part of a whole school approach to well-being and positive relationships, supported by other school policies, including behaviour and safeguarding.

The statutory elements of life cycles and reproduction are taught through the National Curriculum for Science in Upper Key Stage 2. In addition, the school provides a small amount of age-appropriate, non-statutory sex education through the RSHE curriculum in Years 5 and 6.

Primary sex education at our school focuses on preparing pupils for the changes of adolescence, including an understanding of conception, pregnancy and birth in an age-appropriate and sensitive manner.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSHE

At Churchfield CE Academy, Relationships, Sex and Health Education (RSHE) is delivered through a whole-school approach using the Jigsaw PSHE. This ensures a progressive, age-appropriate curriculum that supports pupils' personal development, wellbeing, and understanding of relationships.

Relationships education is taught across all year groups and focuses on the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me.
- Caring friendships
- Respectful and kind relationships
- Online relationships
- Being safe

RSHE is delivered through planned PSHE lessons, supported by high-quality resources such as lesson slides, storybooks, discussion activities, and age-appropriate video materials. In Upper Key Stage 2, teaching includes learning about physical and emotional changes during puberty as part of the 'Changing Me' unit.

The statutory elements of human development and reproduction are taught through the National Curriculum for Science in Upper Key Stage 2.

In addition to statutory science content, the school delivers two carefully planned, age-appropriate lessons on conception, pregnancy and birth in Years 5 and 6 as part of the Jigsaw 'Changing Me' unit. These lessons are non-statutory, and parents have the right to withdraw their child (see Section 9).

The trust will make sure that:

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

The school also provides age-appropriate, non-statutory sex education. In Year 5, pupils are taught that sexual intercourse can lead to conception and that this is the usual way that babies are conceived, as well as an awareness that some individuals may need medical support to have a baby. In Year 6, pupils learn about the development of a baby from conception through pregnancy to birth. This content is delivered sensitively and in line with the school's values and safeguarding responsibilities.

Teaching is adapted to meet the needs of all pupils, including those with special educational needs and disabilities. Lessons are differentiated appropriately, and teachers use a range of strategies such as visual supports, structured discussions, and scaffolded activities to ensure all pupils can access the learning.

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

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

The programme is designed to be inclusive and relevant to all pupils. The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will engage with parents and carers and take their views into account. We recognise the important role that parents and carers play in supporting children's understanding of relationships and health. Through the Jigsaw scheme, we provide opportunities for parents to access information about the curriculum and view resources where appropriate. Parents are informed when more sensitive content, such as puberty education, is due to be taught.

Pupils' learning in RSHE is assessed informally by class teachers through discussion, observation, and pupil reflection. There are no formal examinations.

For more information about our RSHE curriculum, see Appendices 1 and 2.

### 6.1 Inclusivity

Our academies will teach about these topics in a manner that:

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

They will also:

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

### 6.2 Use of resources

Our academies will consider whether any resources they plan to use:

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

## 7. Use of external organisations and materials

Across our trust, we will make sure that any external organisations and associated materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

Make appropriate checks and engage with external agencies (if used) to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage.
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there and follow usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Share any external materials with parents and carers.
- Our academies **won't**, under any circumstances:
    - Work with external agencies that take or promote extreme political positions.
    - Use materials produced by such agencies, even if the material itself is not extreme.

      Work with agencies who don't allow their material to be shared with parents and carers

# 8. Roles and responsibilities

## 8.1 The board of trustees

The board of trustees will approve the RSHE policy and hold the Headteachers to account for its implementation through the CEO.

### 8.2 CEO

The CEO will:

- Work with the Director of Education and Headteachers to make sure they can implement the policy in their school.
- Report to the board of trustees on any issues with its implementation across the trust.

### 8.3 The Headteacher

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

### 8.4 Staff

Staff are responsible for:

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

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

### 8.5 Pupils

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

## 9. Parents' right to withdraw

Across our primary schools, parents/carers do not have the right to withdraw their children from relationships education, health education, or the statutory science curriculum.

Parents/carers have the right to withdraw their children from non-statutory components of sex education within RSHE:

Year 5 – Changing Me – Lesson 4 (Conception)

Year 6 – Changing Me – Lesson 3 (Conception)

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

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

## 10. Training

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

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

## 11. Monitoring arrangements

The delivery of RSHE is monitored by the headteacher through:

The headteacher and subject leader are responsible for ensuring RSHE is taught consistently across the school. Monitoring takes place through:

- Planning scrutinies
- Learning walks
- Pupil voice
- Staff discussions

All resources used are carefully selected and reviewed to ensure they are age-appropriate, inclusive, and aligned with guidance.

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

This policy will be reviewed every three years. At every review, the policy will be approved by the Trust Board via the EE Committee.

## Appendix 1: Curriculum map

# Relationships, sex and health education curriculum map for Churchfield CE Academy

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| **Reception** | **Summer 1** | **Relationships knowledge:**<br>• I understand what a family is<br>• I know that different people in a family have different responsibilities (jobs)<br>• I understand some of the characteristics of healthy and safe friendships<br>• I understand that friends sometimes fall out<br>• I know some ways to mend a friendship<br>• I understand that unkind words can never be taken back and they can hurt<br>• I know how to use Jigsaw's Calm Me to help when feeling angry<br>• I understand some reasons why others get angry<br><br>**Social and emotional skills:**<br>• I can identify what jobs they do in their family and those carried out by parents/carers and siblings<br>• I can suggest ways to make a friend or help someone who is lonely<br>• I understand there are different ways to mend a friendship<br>• I can recognise what being angry feels like<br>• I know how to use Calm Me when angry or upset<br>**Relationships vocabulary:**<br>angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset | Jigsaw PSHE resources including storybooks, discussion prompts, scenario cards, and circle time activities.<br><br>**Resources and additional support for families**<br><br>• NSPCC - Early Years Resources – guidance and resources for families 'Look, Say, Single and Play'<br>• BBC Tiny Happy People – resources to support emotional development and communication |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| **Reception** | **Summer 2** | **Changing Me knowledge:**<br>• I know the names and functions of some parts of the body<br>• I understand that we grow from baby to adult<br>• I know who to talk to if I am feeling worried<br>• I understand that sharing how I feel can help solve a problem or worry<br>• I understand that remembering happy times can help us move on<br>**Social and emotional skills:**<br>• I recognise that changing class can elicit happy and/or sad emotions<br>• I know I can say how I feel about changing class or growing up<br>• I can identify how I have changed from a baby<br>• I understand what might change as I get older and explore how this makes me feel<br>• I can identify positive memories from the past year in school/home<br>**Changing Me vocabulary:**<br>angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset | Jigsaw PSHE resources including lesson slides, age-appropriate video clips, diagrams, and discussion materials.<br><br>**Resources and additional support for families**<br><br>• NSPCC - Early Years Resources – guidance to help children understand feelings and transitions<br>• BBC Tiny Happy People – resources to support emotional development and communication<br>• Anna Freud Common difficulties for under fives |
| **Year 1** | **Summer 1** | **Relationships knowledge:**<br>• I can identify the members of my family and understand that there are lots of different types of families<br>• I can identify what being a good friend means to me<br>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer<br>• I know who can help me in my school community<br>• I can recognise my qualities as a person and a friend<br>• I can tell you why I appreciate someone who is special to me | Jigsaw PSHE resources including storybooks, discussion prompts, scenario cards, and circle time activities.<br><br>**Resources and additional support for families** |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | **Social and emotional skills:**<br>• I know how it feels to belong to a family and care about the people who are important to me<br>• I know how to make a new friend<br>• I can recognise which forms of physical contact are acceptable and unacceptable to me<br>• I know when I need help and know how to ask for it<br>• I know ways to praise myself<br>• I can express how I feel about them<br><br>**Relationships vocabulary:**<br>appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch. | • BBC Bitesize – resources about relationships including friendships, feelings and belonging<br>• Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships |
| **Year 1** | **Summer 2** | **Changing Me knowledge:**<br>• I am starting to understand the life cycles of animals and humans<br>• I can tell you some things about me that have changed and some things about me that have stayed the same<br>• I can tell you how my body has changed since I was a baby<br>• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus<br>• I understand that every time I learn something new, I change a little bit<br>• I can tell you about changes that have happened in my life<br>**Social and emotional skills:** | Jigsaw PSHE resources including lesson slides, age-appropriate video clips, diagrams, and discussion materials.<br><br>**Resources and additional support for families**<br><br>• NSPCC 'PANTS' – guidance on body safety, |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I understand that changes happen as we grow and that this is OK<br>  • I know that changes are OK and that sometimes they will happen whether I want them to or not<br>  • I understand that growing up is natural and that everybody grows at different rates<br>  • I respect my body and understand which parts are private<br>  • I enjoy learning new things<br>  • I know some ways to cope with changes<br>**Changing Me vocabulary:**<br>adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried | privacy and growing up conversations<br>• BBC Bitesize KS1 – resources to learn more about life cycles, growth and change |
| **Year 2** | **Summer 1** | **Relationships knowledge:**<br>  • I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate<br>  • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not<br>  • I can identify some of the things that cause conflict with my friends<br>  • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret<br>  • I recognise and appreciate people who can help me in my family, my school and my community<br>  • I can express my appreciation for the people in my special relationships<br>**Social and emotional skills:** | Jigsaw PSHE resources including storybooks, discussion prompts, scenario cards, and circle time activities.<br><br>**Resources and additional support for families**<br>• NSPCC – advice for families on boundaries, secrets, safety and relationships<br>• Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I accept that everyone's family is different and understand that most people value their family<br>• I know which types of physical contact I like and don't like and can talk about this<br>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts<br>• I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this<br>• I understand how it feels to trust someone<br>• I am comfortable accepting appreciation from others<br>**Relationships vocabulary:**<br>acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret | challenges within friendships |
| **Year 2** | **Summer 2** | **Changing Me knowledge:**<br>• I can recognise cycles of life in nature<br>• I can tell you about the natural process of growing from young to old and understand that this is not in my control<br>• I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old<br>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private<br>• I understand there are different types of touch and can tell you which ones I like and don't like | Jigsaw PSHE resources including lesson slides, age-appropriate video clips, diagrams, and discussion materials.<br><br>**Resources and additional support for families**<br><br>• NSPCC – advice for families on boundaries, secrets, safety and Changing Me |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I can identify what I am looking forward to when I move to my next class<br>**Social and emotional skills:**<br>• I understand there are some changes that are outside my control and can recognise how I feel about this<br>• I can identify people I respect who are older than me<br>• I feel proud about becoming more independent<br>• I can describe what I enjoy about being a boy or girl whilst understanding we are all different<br>• I am confident to say what I like and don't like and can ask for help<br>• I can start to think about changes I will make when I am in Year 3 and know how to go about this<br>**Changing Me vocabulary:**<br>adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young | • Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships |
| **Year 3** | **Summer 1** | **Relationships knowledge:**<br>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females<br>• I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener<br>• I know and can use some strategies for keeping myself safe online<br>• I understand how people around the world can help and influence my life and that media doesn't always show complete information<br>• I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes | Jigsaw PSHE resources including storybooks, discussion prompts, scenario cards, and circle time activities.<br><br>**Resources and additional support for families** |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I know how to express my appreciation to my friends and family<br>**Social and emotional skills:**<br>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females<br>• I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener<br>• I know and can use some strategies for keeping myself safe online<br>• I understand how people around the world can help and influence my life and that media doesn't always show complete information<br>• I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes<br>• I know how to express my appreciation to my friends and family<br><br>**Relationships vocabulary:**<br>age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win | • NSPCC – advice for families on boundaries, secrets, safety and relationships<br>• UK Safer Internet – practical guidance for families on keeping children safe online |
| **Year 3** | **Summer 2** | **Changing Me knowledge:**<br>• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby | Jigsaw PSHE resources including lesson slides, age-appropriate video clips, diagrams, and discussion materials. |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up<br>• I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy<br>• I know some simple ways of keeping clean which can keep me healthy and protect me from some infections<br>• I can start to recognise stereotypical ideas I might have about parenting and family roles<br>• I can identify what I am looking forward to when I move to my next class<br>**Social and emotional skills:**<br>• I can express how I feel when I see babies or baby animals<br>• Recognise how I feel about these changes happening to me and know how to cope with those feelings<br>• I have started to think about the ways to keep my body clean as I grow up and how I feel about this<br>• I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes<br>• I can start to think about changes I will make next year and know how to go about this<br><br>**Changing Me vocabulary:**<br>animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries | **Resources and additional support for families**<br><br>• NSPCC – advice for families on boundaries, secrets, safety and Changing Me<br>• Cambridgeshire NHS advice around personal hygiene for children |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| **Year 4** | **Summer 1** | **Relationships knowledge:**<br>• I can recognise situations which can cause jealousy in relationships<br>• I can identify someone I love and can express why they are special to me<br>• I can tell you about someone I know that I no longer see<br>• I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends<br>• I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older<br>• I know how to show love and appreciation to the people and animals who are special to me<br>**Social and emotional skills:**<br>• I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens<br>• I know how most people feel when they lose someone or something they love<br>• I understand that we can remember people even if we no longer see them<br>• I know how to stand up for myself and how to negotiate and compromise<br>• I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend<br>• I can love and be loved<br>**Relationships vocabulary:**<br>anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, | Jigsaw PSHE resources including storybooks, discussion prompts, scenario cards, and circle time activities.<br><br>**Resources and additional support for families**<br><br>• NSPCC – advice for families on boundaries, secrets, safety and relationships<br>• Child Bereavement UK – support and advice about helping children cope with loss |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable | |
| **Year 4** | **Summer 2** | **Changing Me knowledge:**<br>• I understand that lots of things make up a person's identity and this is what makes them unique<br>• I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this<br>• I know there are many types of family and that often our family members form part of our inner circle<br>• I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty<br>• I know how the circle of change works and can apply it to changes I want to make in my life<br>• I can identify changes that have been and may continue to be outside of my control that I learnt to accept<br>• I can identify what I am looking forward to when I move to a new class<br>**Social and emotional skills:**<br>• I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am<br>• I have strategies to help me cope with the physical and emotional changes I will experience during puberty<br>• I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me<br>• I am confident enough to try to make changes when I think they will benefit me | Jigsaw PSHE resources including lesson slides, age-appropriate video clips, diagrams, and discussion materials related to puberty and growing up.<br><br>**Resources and additional support for families**<br><br>• NSPCC – advice for families on boundaries, secrets, safety and Changing Me<br>• Always Advice on how to discuss periods with your child<br>• BBC Operation Ouch clip explaining main changes of puberty |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively<br>• I can reflect on the changes I would like to make next year and describe how to go about this<br>**Changing Me vocabulary:**<br>acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb | |
| **Year 5** | **Summer 1** | **Relationships knowledge:**<br>• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities<br>• I understand that belonging to an online community can have positive and negative consequences<br>• I understand there are rights and responsibilities in an online community or social network<br>• I know there are rights and responsibilities when playing an online game<br>• I can recognise when I am spending too much time using devices (screen time)<br>• I can explain how to stay safe when using technology to communicate with my friends<br>• I understand I have rights about my personal data<br>**Social and emotional skills:**<br>• I know to keep building my own self-esteem | Jigsaw PSHE resources including storybooks, discussion prompts, scenario cards, and circle time activities.<br><br>**Resources and additional support for families**<br>• NSPCC Keeping children safe online – advice on staying safe online, gaming and social media<br>• UK Safer Internet – practical guidance for families on keeping children safe online |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I can recognise when an online community feels unsafe or uncomfortable<br>• I can recognise when an online community is helpful or unhelpful to me<br>• I can recognise when an online game is becoming unhelpful or unsafe<br>• I can identify things I can do to reduce screen time, so my health isn't affected<br>• I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable<br>**Relationships vocabulary:**<br>addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing | |
| **Year 5** | **Summer 2** | **Changing Me knowledge:**<br>• I am aware of my own self-image and how my body image fits into that<br>• I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally<br>• I can describe how boys' and girls' bodies change during puberty<br>• I understand that sexual intercourse can lead to conception and that is how babies are usually made<br>• I also understand that sometimes people need IVF to help them have a baby | Jigsaw PSHE resources including lesson slides, age-appropriate video clips, diagrams, and discussion materials related to puberty and growing up.<br><br>**Resources and additional support for families** |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)<br>• I can identify what I am looking forward to when I move to my next class<br>**Social and emotional skills:**<br>• I know how to develop my own self esteem<br>• I understand that puberty is a natural process that happens to everybody and that it will be OK for me<br>• I can express how I feel about the changes that will happen to me during puberty<br>• I appreciate how amazing it is that human bodies can reproduce in these ways<br>• I am confident that I can cope with the changes that growing up will bring<br>• I can start to think about changes I will make next year and know how to go about this<br>**Changing Me vocabulary:**<br>affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus | • BBC Operation Ouch episode 'How Babies are Made' with further supporting clips abut puberty to choose from<br>• Always – Understanding First Period Symptoms, or look at NHS pages on periods for more detailed information<br>• Nemours guide to puberty for boys |
| **Year 6** | **Summer 1** | **Relationships knowledge:**<br>• I know that it is important to take care of my mental health<br>• I know how to take care of my mental health | Jigsaw PSHE resources including storybooks, discussion prompts, scenario cards, and circle time activities. |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I understand there are different stages of grief and that there are different types of loss that cause people to grieve<br>• I can recognise when people are trying to gain power or control<br>• I can judge whether something online is safe and helpful to me<br>• I can use technology positively and safely to communicate with my friends and family<br>**Social and emotional skills:**<br>• I can understand that people can get problems with their mental health and that it is nothing to be ashamed of<br>• I can help myself and others when worried about a mental health problem<br>• I can recognise when I am feeling those emotions and have strategies to manage them<br>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control<br>• I can resist pressure to do something online that might hurt myself or others<br>• I can take responsibility for my own safety and well-being<br><br>**Relationships vocabulary:**<br>age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning | **Resources and additional support for families**<br><br>• YoungMinds – support for children's mental health and emotional wellbeing<br>• NSPCC – advice for families on safety, relationships, pressure and online risks<br>• NHS Every Mind Matters – advice on managing stress, anxiety and wellbeing |
| **Year 6** | **Summer 2** | **Changing Me knowledge:**<br>• I am aware of my own self-image and how my body image fits into that | Jigsaw PSHE resources including lesson slides, age- |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | • I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally<br>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born<br>• I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend<br>• I am aware of the importance of a positive self-esteem and what I can do to develop it<br>• I can identify what I am looking forward to when I move to my next class<br>**Social and emotional skills:**<br>• I know how to develop my own self esteem<br>• I can express how I feel about the changes that will happen to me during puberty<br>• I can recognise how I feel when I reflect on the development and birth of a baby<br>• I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to<br>• I can express how I feel about my self-image and know how to challenge negative 'body-talk'<br>• I know how to prepare myself emotionally for the changes next year<br>**Changing Me vocabulary:**<br>adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, | appropriate video clips, diagrams, and discussion materials related to puberty and growing up.<br><br>**Resources and additional support for families**<br><br>• NSPCC – advice for families on safety and changing bodies, and resources to children with learning disabilities<br>• Childline – puberty advice for children that you could look select from and look at with your child<br>• Anna Freud information about how puberty can affect children<br>• Children's Commissioner Guide for talking to your child about online sexual harassment as they approach secondary school age |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | | relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries | |

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

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families and people who care about me | • That families are important for children growing up because they can give love, security and stability<br>• 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<br>• 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<br>• 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<br>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | • How important friendships are in making us feel happy and secure, and how people choose and make friends<br>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| | • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>• 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<br>• 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 |
| Respectful relationships | • 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<br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• 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<br>• 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<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive<br>• The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | • That people sometimes behave differently online, including by pretending to be someone they are not<br>• 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<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br>• How information and data is shared and used online |
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) |

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

## Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families | • That there are different types of committed, stable relationships<br>• How these relationships might contribute to human happiness and their importance for bringing up children<br>• 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<br>• Why marriage is an important relationship choice for many couples and why it must be freely entered into<br>• The characteristics and legal status of other types of long-term relationships<br>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting<br>• 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 |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Respectful relationships, including friendships | • 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<br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• 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)<br>• 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<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help<br>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control<br>• What constitutes sexual harassment and sexual violence and why these are always unacceptable<br>• 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 |
| Online and media | • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online<br>• 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<br>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them<br>• What to do and where to get support to report material or manage issues online<br>• The impact of viewing harmful content<br>• 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<br>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail<br>• How information and data is generated, collected, shared and used online |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Being safe | • 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<br>• 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) |
| Intimate and sexual relationships, including sexual health | • 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<br>• 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<br>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women<br>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others<br>• That they have a choice to delay sex or to enjoy intimacy without sex<br>• The facts about the full range of contraceptive choices, efficacy and options available<br>• The facts around pregnancy including miscarriage<br>• 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)<br>• 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<br>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment<br>• How the use of alcohol and drugs can lead to risky sexual behaviour<br>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

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

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

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