

In partnership to **Educate, Nurture & Empower**

Holy Trinity C of E Primary, Rothwell

# **POLICIES & PROCEDURES**

## **Relationships and Sex Education Policy**

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**Holy Trinity C of E  
Primary, Rothwell**

*Love, Believe, Achieve*



# **Relationships and Sex Education Policy**

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## 1. Aims

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

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

Holy Trinity CE Academy considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned program on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The program is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

## 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 follow the National Curriculum and teach 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](#).

At Holy Trinity we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff and Governor consultation – all school staff and governors were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy on the school website.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with Governors and ratified

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per **Appendix One** 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:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

For more information about our curriculum please see our curriculum map in **Appendix One**.

## 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). For details of what content is covered as part of the RSE curriculum please see **Appendices One and Two**.

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

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). They also need to understand that there are strong and mutually supportive relationships outside of marriage. These can include heterosexual or same-sex relationships. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers. This learning is enhanced through our use of picture books and the [No-outsiders](#) books and approach as well as our work to become a school of sanctuary.

We carry out the main RSE curriculum in PSHE lessons (see **Appendix A** for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will set the tone by speaking in a matter-of-fact way
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up:
  - if a verbal question is too personal, staff will remind the pupils of the ground rules
  - if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
  - staff will not provide more information than is appropriate to the age of the pupil
  - if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader / Designated Safeguarding Lead. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures. Staff training will include sessions on how to deal with difficult questions.

## **6.1 Safeguarding and Child Protection**

The school's Safeguarding and Child Protection policy will be followed if any concerns regarding the safety and wellbeing of pupils are identified through RSE teaching.

## **6.2 Confidentiality in the context of RSE lessons**

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson will be used.

## **7. Roles and responsibilities**

### **7.1 The Governing Body**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for RSE - Sophie Anderson - who works closely with, and in support of the lead member/s of staff. When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate. The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

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

### **7.3 Staff**

Staff are responsible for:

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

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate.
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

The lead members of staff are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who
Co-ordinating the RSE provision, ensuring a spiral curriculum	H Owen
Named governor responsible for RSE	H Krajewski
Accessing and co-ordinating training and support for staff	H Owen
Establishing and maintaining links with external agencies/other health professionals	H Owen + T Jackson + H Martin
Policy development and review, including consultation	H Owen
Implementation of the policy; monitoring and assessing its effectiveness in practice	H Owen
Managing child protection/safe guarding issues	Safeguarding team
Establishing and maintaining links with parents/carers	All School Staff

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

## 7.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we will:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education.

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science.

Parents have the right to withdraw their children from the non-statutory 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. Resources will be provided to parents who request to withdraw their child therefore enabling them to deliver the content themselves.

## **9. Training**

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

Visitors from outside the school, such as school nurses or sexual health professionals are used to provide support and training to staff teaching RSE and enhance the delivery of the curriculum.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by RSE Coordinator – Helen Owen- annually. At every review, the policy will be approved by the governing board.

## **11. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **12. Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

### **13. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the complaints procedure if they feel things are not resolved.

### **14. Further policies**

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

We follow the Jigsaw Scheme and the themes of each half term are detailed below. These themes incorporate the end of primary school outcomes as stated in the RSE guidance from the DfE.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Being Me in My World	Celebrating Difference	Goals and Dreams	Healthy Me	Relationships	Changing me
Theme	'Who am I and how do I fit?'	Anti-bullying and being unique	Aspirations, how to achieve goals and understanding the emotions that go with this	Being and keeping safe and healthy	Building positive, healthy relationships	Coping positively with change

## Appendix 2: End of Primary School expectations for RSE

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>

TOPIC	PUPILS SHOULD KNOW
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>
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
<b>Being safe</b>	<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>

TOPIC	PUPILS SHOULD KNOW
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 3: RSE in the Science National Curriculum (Statutory Coverage)

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **In Key Stage 2 children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## Appendix 4: 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	