

# **GREENHEART**

## **LEARNING PARTNERSHIP**

# **Relationships and Sex Education Policy**

**Fairway Primary Academy**

**Signed off by Trust Board: November 2025**

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## 1. Aims

The aims of Relationships and Sex Education (RSE) in our academies 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
- Enable all of our pupils to live and work effectively in our diverse society

## 2. Statutory Requirements

Our academies must provide relationships education to all pupils as per Section 34 of the [Children and Social work act 2017](#).

All of our academies follow the National Curriculum. This includes the requirement to teach Science including the elements of sex education contained within the Science Programme of Study.

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

All of our academies teach RSE as set out in their individual RSE Policy Statements, reflecting the requirements of this document (the Trust RSE Policy), and the document *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE 2019)*.

All of our academies use the Jigsaw PSHE Programme to support their teaching of RSE, including sex education.

## 3. Policy development

Greenheart Learning Partnership (GLP) academies must consult with parents, staff, governors and where appropriate, children/students when developing or making changes to their RSE policies. Below is an example of what this consultation could look like:

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

*Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.*

*Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations*

*Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy*

*Pupil consultation – we investigated what exactly pupils want from their RSE*

*Ratification – once amendments were made, the policy was shared with Trustees 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.

## 5. Curriculum

Each academy must develop its curriculum in consultation with parents, carers, pupils and staff, taking into account the age, needs and feelings of pupils. Academies must ensure that if pupils ask questions outside the scope of the academy's RSE policy, teachers will respond in an appropriate manner to ensure that pupils are fully informed and don't seek answers online. Academies must ensure that where teachers are unsure of the answer to a question, or are uncomfortable with its content, they know which member of staff to speak to for advice.

The RSE policy/curriculum of every GLP primary academy must include a sex education programme tailored to the age and the physical and emotional maturity of its pupils. The academy should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.

## 6. Delivery of RSE

In GLP primary academies, relationships education should focus 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

All GLP primary academies will teach a bespoke Sex Education programme in addition to what is covered in the Science National Curriculum. The content of this must be detailed in an appendix to the academy's RSE Policy.

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

## 7. Roles and responsibilities

### **Governance**

The Partnership Trust Board has responsibility for the approval of RSE Policies for each academy. However, the policy must be consistent with this document, the Trust RSE Policy. The Partnership will hold the Headteacher of its academy to account for the implementation of the policy.

Designated Partnership officers will monitor the implementation and impact of RSE policy in each academy as part of the Partnership's ongoing challenge, support and quality assurance programme.

### **The Headteacher**

The Headteacher of each GLP academy is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see Section 8).

### **Staff**

Staff within GLP academies 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/as directed by the headteacher to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff in GLP academies do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should discuss this with the academy's headteacher. Within its RSE Policy each academy must clearly indicate the names/roles of those people in the academy who are responsible for teaching RSE.

### **Pupils**

GLP academies must ensure that pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Parents of children in GLP primary academies do not have the right to withdraw their children from Relationships Education, or the Sex Education components of the Science National Curriculum.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE as outlined in the academy's RSE Policy.

Requests for withdrawal should be put in writing using a standard form included as an appendix to the academy's RSE Policy and addressed to the Headteacher. The Headteacher will discuss requests with the child's parent/carer and take appropriate action. Requests will not be discussed with the child.

Alternative work and supervision will be provided for pupils who are withdrawn from non-statutory elements of sex education.

## 9. Training

Staff in GLP academies must be appropriately trained on the delivery of RSE as part of their induction, and it must be included as part of each academy's professional development cycle. Senior leaders will work with all staff to identify and address all training and support needs relating to the delivery of the academy's RSE Policy.

The Headteacher of each academy will invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate/required.

## 10. Monitoring arrangements

Each academy's RSE Policy must identify a member of staff who is responsible for monitoring the delivery of RSE. The policy should include a brief statement outlining the academy's arrangements for monitoring the delivery of RSE.

Pupils' development in RSE should be monitored by class teachers as part of each academy's internal assessment systems.

The Partnership Trust Board will review the Trust RSE Policy annually.

## Appendix 1 – Changing Me Curriculum Map- Summer 1

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY
Reception	Summer	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
Year 1	Summer	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY
Year 2	Summer	<p>In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are retaught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>	<p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>
Year 3	Summer	<p>This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>	<p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY
Year 4	Summer	<p>In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>	<p>Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY
Year 5	Summer	<p>In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not ageappropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>	<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY
Year 6	Summer	In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement

The table below only covers the lessons (pieces) that relate to life cycles, the human body, puberty and human reproduction. The lessons (pieces) that parents are able to withdraw their children from are highlighted in red font.

Year group	<i>Piece (lesson) Number and Name</i>	<i>Learning Intentions relating to Puberty and Human Reproduction</i>
<b>Ages 3-4</b>	Piece 3 Growing Up	<ul style="list-style-type: none"> <li><b>I understand that we all start as babies and grow into children and then adults</b></li> </ul>
	Piece 4	<ul style="list-style-type: none"> <li><b>I know that I grow and change</b></li> </ul>

	Growth and Change	
<b>Ages 4-5</b> <b>Reception</b>		<ul style="list-style-type: none"> <li>● respect their own body and understand which parts are private</li> </ul>
<b>Ages 5-6</b> <b>Year 1</b>	Piece 1 Life Cycles	<ul style="list-style-type: none"> <li>● I am starting to understand the life cycles of animals and humans</li> <li>● I understand that changes happen as we grow and that this is OK</li> </ul>
	Piece 2 Changing Me	<ul style="list-style-type: none"> <li>● I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>● I know that changes are OK and that sometimes they</li> </ul>
	Piece 3 My Changing Body	<ul style="list-style-type: none"> <li>● I can tell you how my body has changed since I was a baby</li> <li>● I understand that growing up is natural and that everybody grows at different rates</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>● I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>● I respect my body and understand which parts are private</li> </ul>
<b>Ages 6-7</b> <b>Year 2</b>	<b>Piece 1</b> <b>Life Cycles in Nature</b>	<ul style="list-style-type: none"> <li>● I can recognise cycles of life in nature</li> <li>● I understand there are some changes that are outside my control and can recognise how I feel about this</li> </ul>

	<b>Piece 2 Growing from Young to Old</b>	<ul style="list-style-type: none"> <li>● I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>● I can identify people I respect who are older than me</li> </ul>
	<b>Piece 3 The Changing Me</b>	<ul style="list-style-type: none"> <li>● I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>● I feel proud about becoming more independent</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>● recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private</li> <li>● tell you what they like/don't like about being a boy/girl</li> </ul>
<b>Ages 7- 8 Year 3</b>	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>● understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</li> <li>● express how they feel when they see babies or baby animals</li> </ul>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>● understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb)</li> <li>● express how they might feel if they had a new baby in their family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>● understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>● identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)</li> </ul>
	Piece 4	<ul style="list-style-type: none"> <li>● identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that</li> </ul>

	Inside Body Changes	<p>their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)</p> <ul style="list-style-type: none"> <li>● recognise how they feel about these changes happening to them and how to cope with these feelings</li> </ul> <p><b>Note – this lesson briefly introduces the term ‘period’ and explains what a period is in simple terms.</b></p> <p><b>This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time. NB: On a yearly basis school will make a judgement on how this content is to be delivered.</b></p>
<b>Ages 8-9</b> <b>Year 4</b>	Piece 1 Unique Me	<ul style="list-style-type: none"> <li>● understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</li> </ul>
	Piece 2 Having A Baby <b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b>	<ul style="list-style-type: none"> <li>● correctly label the internal and external parts of male and female bodies that are necessary for making a baby and in simple terms how this happens</li> <li>● understand that having a baby is a personal choice and express how they feel about having children when they are adults</li> <li>● <b>Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes ‘an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.’</b></li> </ul>

	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> <li>describe how a girl's 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</li> <li>know that they have strategies to help me cope with the physical and emotional changes they will experience during puberty</li> <li><b>Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</b></li> </ul>
<b>Age 9-10</b> <b>Year 5</b>	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> <li>explain how girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>understand that puberty is a natural process that happens to everybody and that it will be OK for them</li> </ul>
	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> <li>I can describe how boys' and girls' bodies change during puberty</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 4 Conception  <b>Parents have the right to withdraw children from</b>	<ul style="list-style-type: none"> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>

	<b>this session as it is classed as human reproduction.</b>	
<b>Age 10-11 Year 6</b>	Piece 2 Puberty	<ul style="list-style-type: none"> <li>● I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>● I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 3 Babies – Conception to Birth <b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b>	<ul style="list-style-type: none"> <li>● describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>● recognise how they feel when they reflect on the development and birth of a baby</li> </ul>
	Piece 4 Attraction	<ul style="list-style-type: none"> <li>● understand how being physically attracted to someone changes the nature of the relationship</li> <li>● express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this</li> </ul>

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

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



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

### Appendix 3 – Example Parent Form – withdrawal from sex education within RSE

<b>TO BE COMPLETED BY PARENTS</b>			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent / Carer signature			