RHSE (Relationship, Health and Sex Education) Policy

Policy Owner:	Lighthouse Multi Academy Trust
Academy Name:	Field Road Academy
Approved/ Ratified:	Pat Hunt
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Document Version Control Log

Version	Modification Date	Synopsis of Changes
1.0	July 2026	

This policy is to be read in conjunction with the academy's PSHE Policy. The scheme the academy follow is SCARF, which delivers the PSHE and RHSE lessons.

1. Introduction

The policy will:

- Define relationships and sex education;
- Describe how relationships and sex education is provided and who is responsible for providing it;
- Explain how relationship and sex education is monitored and evaluated;
- Include information about parents' rights to withdrawal;
- Be reviewed annually.

2. How was this Policy was developed?

This policy was written by The Lighthouse Multi Academy Trust and developed in consultation with parents, teachers and other school staff, governors and the pupils at Field Road Academy. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the academy's governing body.

The Relationships and Sex Education (RSE) Policy has been developed in consultation with key stakeholders to ensure that it reflects the needs of our school community and complies with statutory guidance.

Parents and carers were consulted through a questionnaire **(Appendix 1 Parent RSHE Questionnaire)** which sought their views on the proposed RSE curriculum content, delivery and resources. The feedback received was carefully considered and used to inform the final policy and curriculum offer. In addition, a parent information meeting was held to provide an overview of the curriculum, explain the statutory requirements, share teaching materials and answer questions. This enabled parents to contribute their views and seek clarification before implementation. **(Appendix 2 Consultation Letter sent to parents)**

Pupil voice is gathered through age-appropriate discussions, class feedback and curriculum evaluations. This feedback helps staff to review the effectiveness of the curriculum and ensure that learning remains relevant to pupils' needs and experiences.

The policy was reviewed by senior leaders and approved by the Governing Board. Governors are involved in the design, implementation and review of the RSE policy through regular reports from school leaders, curriculum monitoring activities and policy review cycles. Governors receive updates on changes to statutory guidance, local and national developments, parental feedback and curriculum implementation to ensure that the policy remains compliant and effective.

The RSE policy is reviewed regularly, with ongoing opportunities for parents, pupils, staff and governors to contribute to its evaluation and development.

This policy will be read and referenced alongside other school policies and guidance:

- DfE 'Keeping Children Safe in Education
- Safeguarding and Child Protection Policy
- Intimate care policy
- Social, Emotional and Mental Health policy (SEMH)
- Behaviour and discipline policy
- SEND policy
- Equality, Equity, Diversity and Inclusion Policy

- Low level concerns policy
- Code of conduct Policy
- Filtering and Monitoring Policy/processes
- Anti-Bullying Policy

3. Requirements on schools in law

Since September 2020 it has been **statutory** for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education (DfE) to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – in line with the National Curriculum for science - how a baby is conceived and born. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

We at Field Road Academy acknowledge that under the Education Act 2002 / Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

The academy complies with the statutory requirements set out in the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (updated July 2025).

As a primary school, the academy is legally required to provide:

- **Relationships Education** to all pupils.
- **Health Education** to all pupils.
- The statutory science curriculum, which includes teaching about human development, growth, puberty and reproduction as set out in the National Curriculum.

The academy ensures that Relationships Education teaches pupils about:

- Families and people who care for them.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe, including recognising and reporting abuse and seeking support from trusted adults.

The academy also delivers statutory Health Education, including learning about:

- Mental wellbeing.
- Physical health and fitness.
- Healthy eating.
- Personal hygiene.
- Puberty and changing adolescent bodies.
- Keeping safe, including online safety.

While **sex education is not compulsory in primary schools**, the Department for Education continues to recommend that primary schools provide an age-appropriate programme to prepare pupils for puberty and the transition to secondary education. Any sex education taught beyond the National Curriculum for Science is clearly identified within the school's policy.

4. Aims and objectives

The aim of RHSE is to provide children with age appropriate information, explore attitudes andvalues and develop skills in order to empower them to make positive decisions about their health related behaviour.

The Lighthouse Multi Academy Trust RSE policy therefore has the following aims:

- To provide the knowledge and information to which all pupils are entitled.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils develop skills including communication, decision-making, choice, critical thinking and assertiveness, enabling them to make informed and responsible decisions.
- To develop pupils' skills for a healthy, safe and fulfilling life.
- To develop pupils' communication and assertiveness skills to help them manage influences from peers, the media and the wider world.
- To ensure pupils know how to keep themselves safe both online and offline.
- To provide a safe environment in which sensitive discussions can take place.
- To prepare pupils for puberty, giving them an understanding of human development and the importance of health and hygiene.
- To aid pupils in developing self-respect, empathy and respect for others.
- To create a positive culture around relationships, health and wellbeing.
- To teach pupils the correct and age-appropriate vocabulary when describing themselves and their bodies.
- To help pupils recognise unsafe situations and develop the confidence to seek help and support from trusted adults.
- To help pupils learn to respect and care for their bodies.
- To help pupils learn how to access reliable information, advice and support.
- To help pupils recognise the characteristics of healthy, respectful and positive relationships, both online and offline.
- To develop pupils' understanding of personal boundaries, privacy, consent and the importance of respecting the rights of others in an age-appropriate way.
- To help pupils understand how to stay safe in the digital world, including online relationships, online content, artificial intelligence, gaming, social media and digital communication.
- To promote pupils' mental wellbeing and emotional literacy, enabling them to recognise and manage emotions, build resilience and seek support when needed.
- To foster an inclusive environment where all pupils feel valued, respected and experience a sense of belonging within their school and wider community.
- To help pupils identify inappropriate, harmful or abusive behaviour and understand how to report concerns and access support from trusted adults and services.
- To prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain through the development of respectful attitudes, empathy and understanding

At the end of Key Stages 1 and 2, pupils will have had opportunities to gain the knowledge, understanding and skills necessary to build and maintain healthy, respectful and safe relationships. They will understand the importance of family, friendships, belonging, kindness, respect and inclusion in all contexts, including online. Pupils will develop the knowledge and skills needed to safeguard their physical and mental wellbeing, recognise healthy and unhealthy behaviours and know how to seek support when required. They will also have developed an age-appropriate understanding of human development, puberty and

reproduction through the statutory science curriculum and Relationships and Health Education, enabling them to make informed, positive and healthy choices as they grow and develop.

5. What is Relationships, Health (and Sex) Education?

Relationships, Health and Sex Education (RHSE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of healthy relationships, respect, wellbeing, safety and responsibility. **(Appendix 3 DfE Statutory Guidance Categories: Relationships Education)**

RHSE equips pupils with the knowledge, skills and values needed to build positive relationships, make informed decisions and recognise how to keep themselves physically and emotionally safe. It supports children in understanding themselves, their feelings, their bodies and the changing world around them.

In primary schools, RHSE includes the statutory teaching of Relationships Education and Health Education. **(Appendix 4 Long Term Plan)** Through these subjects, pupils learn about:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships and digital safety
- Being safe and seeking help
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Personal hygiene
- Puberty and changing bodies
- Keeping safe and managing risk

Sex education is not compulsory in primary schools beyond the National Curriculum for Science. However, where age-appropriate sex education is taught, it is designed to support pupils' understanding of human development, reproduction and healthy relationships and to prepare them for the transition to secondary education.

Delivering the RSHE curriculum

RHSE is taught in a way that is age-appropriate, inclusive, evidence-informed and sensitive to the needs, backgrounds and beliefs of all pupils. It supports the academy's safeguarding responsibilities and promotes the spiritual, moral, social and cultural development of every child.

All those who teach aspects of RHSE are expected to be guided by the following values framework. The teaching of RHSE will encourage pupils to:

- Value and respect themselves and recognise their own worth and uniqueness.
- Value and respect others for who they are, recognising and celebrating diversity within our academy and wider community.
- Develop kindness, empathy, compassion and respect in their relationships with others.
- Value healthy, positive and respectful relationships based on trust, care, honesty and mutual respect.
- Respect differences in people's religion, beliefs, culture, family background, gender, disability and life experiences.
- Understand the importance of personal boundaries, privacy, consent and respecting the rights and feelings of others in an age-appropriate way.

- Recognise that everyone has the right to feel safe, both online and offline, and understand how to seek help if they are worried or concerned.
- Value inclusion, equality and a sense of belonging within their school and wider community.
- Develop a sense of responsibility for their actions and understand that choices can have consequences for themselves and others.
- Value stable, caring and loving relationships that provide security, support and nurture for children and families.
- Respect and care for their own physical and mental wellbeing and that of others.

The organisation and delivery of RHSE is via dedicated lessons throughout the academic year as part of the academies PSHE curriculum. Some aspects of the RHSE curriculum are taught through science, computing and physical education. It is coordinated by the PSHE coordinator and overseen by the Trust's Director of Early Years and Curriculum Development. The key curriculum aspects of RHSE are based on the DfE RHSE Statutory Guidance DfE Guidance and taught using a question-based approach. **(Appendix 5 Vocabulary Map)**

Growing Changing Units

The academy uses the SCARF (Safety, Caring, Achievement, Resilience and Friendship) programme to support the delivery of Relationships, Health and Sex Education. The SCARF *Growing and Changing* unit is taught progressively from Nursery to Year 6 and provides pupils with age-appropriate learning about:

- Growing, changing and developing throughout life.
- Similarities and differences between people.
- Body awareness and personal privacy.
- Naming body parts using correct anatomical vocabulary.
- Personal hygiene and self-care.
- Feelings and emotions associated with change.
- Healthy relationships and respect for others.
- Keeping safe and seeking help from trusted adults.
- Puberty and changing adolescent bodies.
- Human reproduction, as required through the National Curriculum for Science.
- Preparing pupils for the transition to secondary education.

The content is carefully sequenced to ensure that learning builds progressively on pupils' prior knowledge and understanding. Lessons are delivered in a safe, inclusive and age-appropriate manner that reflects the needs of all pupils, including those with SEND.

6 weeks, prior to the summer term *Growing and Changing* unit being taught, parents and carers will receive a letter outlining the learning objectives, lesson content and key vocabulary that their child will be taught. This is because some lessons contain RHSE content and sensitive information relating to growing up, puberty, human development and relationships. **(Appendix 6 Parent Carer Letters for each year group for Growing and Changing Unit – Nursery to Year 6)**

Due to the nature of the content within the **Growing and Changing** unit, all lessons must be taught by the class teacher. These lessons should not be delivered by Teaching Assistants (TAs), Higher Level Teaching Assistants (HLTAs), supply staff or other adults. This is to ensure that pupils receive consistent teaching from a member of staff who knows the class well and is best placed to respond appropriately to any questions or safeguarding concerns that may arise.

For more information about our RHSE curriculum, please visit the academy website to view the individual Medium term Plans (MTP's) **https://www.fieldroad.lhmat.com/**

Resources for lessons, activities and events are developed and/or sourced from SCARF. PSHE Coordinators may also seek guidance, advice and support from organisations such as the PSHE Association, NSPCC and other recognised educational bodies to ensure curriculum content remains current and evidence-informed.

When selecting resources, the academy will consider whether they:

- Are aligned with the statutory Relationships Education, Relationships and Sex Education and Health Education guidance.
- Support pupils in applying their knowledge and skills in a range of contexts and situations.
- Are appropriate for pupils' age, developmental stage, maturity and understanding.
- Reflect the diversity of modern British society in an age-appropriate and respectful manner.
- Promote inclusion, equality, respect and belonging.
- Are factually accurate, evidence-based and free from bias.
- Are sourced from credible and reputable organisations.
- Support effective teaching and learning approaches.
- Are sensitive to pupils' backgrounds, experiences and individual circumstances.
- Support safeguarding objectives and help pupils recognise risk, seek help and stay safe.
- Are accessible to all learners, including pupils with SEND.
- Have been reviewed by the academy to ensure they remain appropriate, relevant and up to date.

Elements of Sex Education

The Department for Education requires primary schools to teach Relationships Education, Health Education and the National Curriculum for Science. Parents and carers do not have the right to withdraw their child from these statutory aspects of the curriculum.

The academy teaches age-appropriate Sex Education to Year 6 pupils as part of the SCARF *Growing and Changing* unit. This content is designed to support pupils' understanding of human development, reproduction, healthy relationships and preparation for secondary education.

Within the Year 6 *Growing and Changing* unit, the following lessons are classified as **non-statutory Sex Education**, and parents/carers have the right to request that their child be withdrawn from these lessons:

Lesson 6 – Making Babies

- Explains how conception occurs through sexual intercourse.
- Introduces basic information about reproduction and conception.
- Provides age-appropriate information about contraception.

Lesson 7- HIV

- Explore what HIV is
- Explains how HIV can it be prevented

Lesson 8 – Online Sexual Content

- Explores the possibility of encountering sexualised or inappropriate content online.
- Helps pupils understand how to respond safely and appropriately.
- Reinforces safeguarding messages, including seeking support from trusted adults.

These lessons build upon pupils' prior learning about puberty, body changes, personal safety and healthy relationships. They are delivered sensitively, using age-appropriate resources and teaching approaches.

Parents and carers will be informed in advance when these lessons are due to take place and will be provided with information about the learning objectives and content. Parents wishing to discuss the content of these lessons or request withdrawal from the non-statutory Sex Education elements should contact the academy.

Where a pupil is withdrawn from non-statutory Sex Education lessons, the academy will make appropriate alternative arrangements for the duration of the lesson.

Pupils **cannot** be withdrawn from:

- Statutory Relationships Education.
- Statutory Health Education.
- The National Curriculum for Science, including content relating to human development, puberty and reproduction.

6. Parents' Right to Withdraw

Relationships Education, Health Education and the National Curriculum for Science are statutory subjects in primary schools. As part of the science curriculum, pupils will learn about human development, reproduction and puberty in an age-appropriate way.

The academy also teaches a small amount of non-statutory Sex Education in Year 6 as part of the SCARF *Growing and Changing* unit.

Parents/carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science.

Parents/carers have the right to request that their child be withdrawn from the non-statutory Sex Education elements of the RHSE curriculum. Requests for withdrawal should be made in writing using the form in **Appendix 7** and addressed to the Head Teacher.

Arrangements for Pupils Withdrawn from Non-Statutory Sex Education

Where a pupil is withdrawn from non-statutory Sex Education lessons at the request of their parent or carer, the academy will provide appropriate, purposeful and supervised alternative learning activities.

These activities may include work related to Relationships Education, Health Education, personal development, reading or other curriculum areas. Pupils will remain engaged in meaningful learning and appropriately supervised throughout the lesson.

Pupils cannot be withdrawn from statutory Relationships Education, Health Education or National Curriculum Science.

7. Responding to Pupils' Questions

The academy recognises that pupils may ask questions during RHSE lessons or at other times that go beyond the content being taught or from which they have been withdrawn.

Teachers will use their professional judgement to respond in an age-appropriate, factual and sensitive manner, taking account of the pupil's age, maturity and understanding. Where appropriate, pupils may be encouraged to discuss questions with their parents or carers, or directed to a trusted adult who can provide further support.

Teachers will not provide information that is inappropriate for the age or developmental stage of the pupil. If a question raises a safeguarding concern, staff will follow the academy's safeguarding procedures.

The academy recognises the importance of ensuring that pupils have access to accurate information and support. Staff delivering RHSE will receive appropriate training and guidance to enable them to manage sensitive questions confidently and appropriately.

8. Making RHSE Accessible and Inclusive for All Pupils

The academy is committed to ensuring that Relationships, Health and Sex Education (RHSE) is accessible, inclusive, relevant and appropriate for all pupils, in accordance with the Equality Act 2010, the SEND Code of Practice and statutory RHSE guidance.

RHSE is taught in a way that promotes respect, inclusion and belonging. Teaching reflects the diversity of modern society and recognises that pupils may come from a wide range of family structures, cultures, religions and backgrounds. Lessons encourage pupils to respect differences and challenge prejudice, stereotypes and discrimination.

The RHSE curriculum is relevant to all pupils, including boys and girls, pupils who are gender questioning, pupils with disabilities, pupils from different ethnic, cultural and religious backgrounds, and pupils from families with differing structures and experiences. When learning about families and relationships, teaching acknowledges that families may look different and may include, for example, single-parent families, extended families, foster families, adoptive families and families with same-sex parents.

Teaching about relationships, puberty, growing up and attraction is delivered in an age-appropriate, factual and balanced way. The academy promotes respect for all people and does not tolerate bullying, including bullying related to sex, gender, gender identity, sexual orientation, disability, race, religion or belief. Any incidents of discriminatory bullying are addressed in accordance with the academy's Behaviour and Anti-Bullying Policies.

RHSE lessons are planned and adapted to meet the needs of all learners, including pupils with Special Educational Needs and Disabilities (SEND). Staff consider pupils' age, developmental stage, understanding and individual needs when delivering lessons. Adaptations may include:

- Adapted activities and resources.
- Additional adult support.
- Visual prompts, symbols and communication aids.
- Alternative methods of recording and demonstrating learning.
- Pre-teaching or reinforcement of key vocabulary and concepts.
- Smaller group or individual support where appropriate.

Where pupils use alternative forms of communication, staff will ensure that RHSE content is presented in accessible formats so that all pupils can participate and develop understanding.

For pupils with more complex learning needs, the curriculum may focus on key concepts such as self-awareness, body awareness, privacy, personal safety, relationships, communication, emotions and seeking help from trusted adults.

The academy works closely with parents, carers and relevant professionals to ensure that RHSE provision meets the needs of individual pupils while maintaining high expectations and ensuring access to an appropriate and meaningful curriculum for all.

9. Safeguarding/Confidentiality/Reporting

The academy recognises that effective Relationships, Health and Sex Education (RHSE) plays an important role in safeguarding children. Through RHSE, pupils develop the knowledge, skills and confidence to recognise unsafe situations, understand healthy and unhealthy relationships and seek help when needed.

Teachers cannot offer pupils complete confidentiality. Pupils will be informed that, if they disclose information that raises a safeguarding concern, staff have a duty to share this information with the Designated Safeguarding Lead (DSL) in accordance with the academy's Safeguarding and Child Protection Policy.

Staff delivering RHSE should be aware that discussions may lead to a disclosure of abuse, neglect or other safeguarding concerns. Any concerns or disclosures will be recorded and reported in line with the academy's safeguarding procedures.
The academy will ensure that all pupils know who they can talk to if they are worried about themselves or another person. Pupils will be encouraged to report concerns relating to inappropriate behaviour, child-on-child abuse, sexual harassment, sexual violence, coercive behaviour, online abuse or any other safeguarding issue.

The academy takes all reports of sexual harassment, sexual violence and child-on-child abuse seriously. Such behaviour is never acceptable and will not be dismissed as "banter", "part of growing up" or "having a laugh". Any incidents will be managed in accordance with the academy's Safeguarding and Child Protection Policy and Behaviour Policy.

Parents and carers who have concerns that their child has experienced or witnessed inappropriate sexualised behaviour, including online abuse or child-on-child abuse, should report their concerns to the Designated Safeguarding Lead or a member of the senior leadership team as soon as possible.

This policy should be read alongside the academy's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy and Online Safety Policy.

10. Roles and responsibilities

The board of trustees
The board of trustees will approve the RSE policy, and hold the Head Teacher to account for its implementation through academy governing bodies/ the CEO.

CEO
The CEO will:

- Approve the policy
- Work with Executive Headteachers/ Headteachers to make sure they can implement the policy in their academy
- Report to the board of trustees on any issues with its implementation across the trust

Academy Governing bodies
Academy governing bodies are responsible for supporting the implementation of the policy at their academy and reporting issues to the board of trustees/CEO if they occur.

Executive Headteacher/ Headteacher
The Executive Headteacher/ Headteacher is responsible for ensuring that RSE is taught consistently across their academy, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from (Non- statutory/ non-science) components of RSE

Staff
Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- 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/ non-science) components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher/ Headteacher.

Mrs C Heathcote/Miss L Phillips is responsible for RHSE at Field Road Academy.

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

11.Policy Review and Development Plan

Monitoring and Evaluation
The academy is committed to ensuring that Relationships, Health and Sex Education (RHSE) remains relevant, effective, inclusive and compliant with statutory requirements.

The implementation and impact of the RHSE curriculum will be monitored through:

- Learning walks and lesson visits.
- Curriculum monitoring by senior leaders and subject leaders.
- Pupil voice activities and feedback.
- Staff feedback and professional dialogue.
- Parent and carer feedback.
- Monitoring of planning, assessment and curriculum coverage.
- Review of safeguarding data and emerging local and national issues.
- Governor monitoring and reporting.

The RHSE coordinator will regularly review curriculum content, resources and teaching approaches to ensure they remain age-appropriate, evidence-informed and aligned with statutory guidance.

Policy Review
This policy will be formally reviewed every two years or sooner if required by:

- Changes to legislation or statutory guidance.
- Updates from the Department for Education.
- Changes to safeguarding requirements.
- Recommendations arising from monitoring and evaluation activities.
- Feedback from pupils, parents, staff or governors.

The review process will involve consultation with relevant stakeholders, including staff, pupils, parents/carers, academy leaders and governors.

Development Priorities
The academy will continue to develop its RHSE provision by:

- Ensuring full compliance with current statutory Relationships Education and Health Education requirements.
- Preparing for and implementing future developments in RHSE guidance.
- Providing ongoing professional development and training for staff.
- Reviewing and updating curriculum resources to reflect current research and best practice.
- Strengthening pupil understanding of healthy relationships, consent, personal boundaries and safeguarding.
- Enhancing education around online safety, digital citizenship, artificial intelligence and emerging technologies.
- Promoting inclusion, equality, respect and belonging throughout the curriculum.
- Ensuring that RHSE meets the needs of all pupils, including those with SEND.
- Continuing to engage parents and carers through consultation, information sharing and curriculum transparency.

Roles and Responsibilities
The Governing Board will review and approve the policy and receive regular updates regarding implementation and impact.

The Headteacher and RHSE coordinator will oversee the development, implementation, monitoring and evaluation of the curriculum and ensure that statutory requirements are met.

Staff delivering RHSE will participate in appropriate training and contribute to curriculum review and development.

12. Dissemination of the Policy

Following approval by the Governing Board, this policy will be disseminated to all relevant stakeholders, including:

- Governors and Trustees.
- The Headteacher and Senior Leadership Team.
- Teaching and support staff.
- Parents and carers.
- Pupils, through age-appropriate communication and curriculum delivery.
- Relevant external professionals who support the academy's RHSE provision.

The outcomes of any consultation process will be communicated to those who participated, including parents, carers, staff, pupils and governors. Stakeholders will be informed of any significant changes to the policy and the next scheduled review date.

This policy will be made available:

- On the academy website.
- Through the academy office upon request.
- As part of induction processes for relevant staff and governors.
- To parents and carers upon request.

Further information about the academy's Relationships, Health and Sex Education curriculum, including curriculum plans, learning objectives and resources, can be obtained from:
RHSE /PSHE Coordinator: Mrs C Heathcote

The academy will provide a copy of this policy free of charge to any parent, carer or member of the public who requests one. The most up-to-date version of the policy will be published on the academy website and reviewed in accordance with the academy's policy review schedule.

Appendix 1

Parent Relationships and Sex Education (RSE) Survey -Summer term 2026

Dear Parents/Carers,

As part of our ongoing commitment to supporting children's personal development and wellbeing, we regularly review our Relationships and Sex Education (RSE) provision. We would really value your views and experiences as parents and carers. Your feedback will help us to:

- understand how confident families feel discussing growing up, relationships and sex with their children
- improve how we share information about the RSE curriculum
- identify any additional support or information that parents may find helpful

The survey should only take a few minutes to complete. All responses will be treated confidentially and will help us ensure our approach reflects the needs of our school community. Please complete the online form by **Friday 5th June 2026.** Thank you for taking the time to share your thoughts and for your continued support.

Parent RSE Survey (sent out Via Forms)

1. **What year group is your child/ children in?**
   Year 3
   Year 4
   Year 5
   Year 6

2. **Did you know there is a school policy on relationships and sex education (RSE) accessible on the school website?**
   Yes
   No

3. **Has your child ever talked to you about something they learnt at school to do with growing up, relationships and sex?**
   Yes
   No
   Not sure

4. **If yes, please give us an example below and what year group they're in.**

5. **Has your child ever asked you questions about growing up, relationships and sex?**
   Yes
   No
   Not sure

6. **If yes, please give us an example below and what year group they're in.**

7. **Would you like more information about what the school teaches on growing up, relationships and sex?**
   Yes
   No
   Not sure

8. **If yes, what would be the best way to share with you further information?**
   - ☐ In a parents meeting during school hours
   - ☐ In a parents meeting in the evening
   - ☐ One to one meeting at school
   - ☐ During an online meeting e.g. Teams or Zoom
   - ☐ Via a recorded presentation
   - ☐ By Email
   - ☐ Through a Newsletter

9. **Do you want more support to help you talk to your child about growing up, relationships and sex?**
   Yes
   No
   Not sure

10. **If yes, what would help the most (select all that apply)**

-Book recommendations

-Websites

-Film clips

-Sentence starters

-In person parent session

11. **Other comments**

Appendix 2

Dear Parent/ Carer,

Department for Education (DfE) statutory requirements for Relationships and Health Education (2025)

Parent Consultation Meeting – Thursday 11th June 2026 at 2.30pm

From September 2026, schools will be required to teach the 2025 revised guidance for Relationships and Health Education. The DfE also strongly encourages primary schools to deliver sex education in years 5 and/or 6 to help prepare children for their transition to secondary school.

This updated guidance gives a stronger focus on developing skills, as well as knowledge, particularly in navigating a complex, digital world safely and healthily. The guidance recognises there isn't a one-size-fits-all approach, and that flexibility will help schools to meet the needs of their pupils best.

The guidance has been strengthened with a focus on supporting boys to develop a positive sense of masculinity, benefiting both boys and girls by ensuring harmful stereotypes are challenged, thus improving boys' mental health by enabling emotional expression and promoting help-seeking behaviours.

This will go some way to supporting children to develop positive relationships, including skills for navigating boundaries with kindness and respect, to put in the early preventative work to tackle sexual violence and abusive behaviour.

Schools continue to be bound by the statutory guidance from 2019, and will have until September 2026 to adapt their curricula to reflect this new guidance. They can start following it from September this year if they wish to.

At our school we are using the leading children's health and wellbeing charity, Coram SCARF to support us in meeting these legal requirements. We do this in a two ways:

- A visit from a trained educator who will deliver aspects of the Relationships Education and Health Education programme
- Using Coram SCARF's online teaching resources.

More information about Coram SCARF and their resources can be found on their website: http://www.coramscarf.org.uk/

Research shows that not delivering this vital education puts our children at greater risk of poor mental health. We know this because every year, around 25% of girls start their periods learning about them at school. This can result in them agonising over why they are bleeding and how serious the cause might be. Similarly, 38% of boys experience wet dreams before having learnt about them, leaving them open to shame and stigma over a natural bodily function; this can lead to problems later in life. This updated guidance stipulates that puberty education including menstruation must start at eight years old to help children understand what to expect and avoid distress.

We also know that RSE has a protective factor when it comes to safeguarding children. 1 in 20 children are sexually abused and 1 in 3 of these not report this to an adult. Sexual abuse can happen to any child; the best way to safeguard children is to ensure that they receive information on naming parts of their body,

knowing the difference between appropriate and inappropriate touch, and having the skills and confidence to find and talk to a trusted adult to report any abuse.
Research now shows that children with better health (including mental health) and wellbeing are likely to achieve better academically. By learning about positive relationships, respect for themselves and others, and behaving appropriately and safely online, they are better able to enjoy their friendships and therefore focus more at school.

There is sometimes concern that RSE in school might promote sexual experimentation or cause confusion about an individual's sexuality. Research on quality Relationships and Sex education in the UK by the National Survey of Sexual Attitudes and Lifestyles team consistently shows that men and women who reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a ***later age*** than those for whom parents or other sources were their main source.

You and your child will have the opportunity to give us valuable feedback regarding the programme; we will be conducting some evaluations with the children following their session and you are very welcome to come into school to see the resources for yourself.

We recognise that parents play a vital part in their child's RSE, and we encourage you to discuss these themes with your child at home as well. If further advice or support is required, or if you have any questions about the programme or would like to view the resources, please don't hesitate to speak to your child's class teacher or the Head teacher.

Yours sincerely

Appendix 3

DfE Statutory Guidance Categories: Relationships Education (Primary)

Code: Blue – new text for September 2026 Black – current

This document maps the SCARF lesson plans for Nursery to Y6 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE's statutory guidance are included because they ensure a comprehensive PSHE programme.

How the mapping works

The left-hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column. You'll find the full 80 statements for these DfE codes.

Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements, but which are included to ensure a complete PSHE programme, including SMSC and British Values.

In the SCARF lesson plan column, '**half-termly unit**' refers to the suggested groups of lessons that the SCARF curriculum has been organised into; this is for those schools that prefer a ready-planned, comprehensive PSHE and wellbeing curriculum.

DfE topics and related codes:

Relationships Education	**Code**	**Health Education**	**Code**
Families and people who care for me	**FPC**	General wellbeing	**GW**
Caring friendships	**CF**	Wellbeing online	**WO**
Respectful, kind relationships	**RKR**	Physical health and fitness	**PHF**
Online safety and awareness	**OSA**	Healthy eating	**HE**
Being safe	**BS**	Drugs, alcohol, tobacco and vaping	**DATV**
		Health protection and prevention	**HP**
		Personal safety	**PS**
		Basic first aid	**BFA**
		Developing bodies	**DB**

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (**FPC**)	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships **(CF)**	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships (**RKR**)	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. the importance of self-respect and how this links to their own happiness. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness (**OSA**)	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe (**BS**)	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
General wellbeing (**GW**)	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.

Wellbeing online (**WO**)	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness (**PHF**)	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (**HE**)	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping (**DATV**)	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention (**HP**)	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety (**PS**)	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid (**BFA**)	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies (**DB**)	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 4- Long Term Plan

* *New content for September 2026*

Year	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

Appendix 5- Vocabulary Map Plan

** New content for September 2026*

Year	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing

	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Year 3	**Week 1-** rules, safety, misinformation, disinformation **Week 2-** friendship, safe, making up, falling out, compromise **Week 3-** needs, respect, compromise, conflict, point of view, preferences **Week 4-** cooperate, collaborate **Week 5-** safe, unsafe, trust, calm, making up, listen, point of view, strategies, apologise **Week 6-** continuum, opinions, respectful, courteous, challenging, preferences **Week 7-** feelings, dare, persuade **Week 8**- responsibility, feelings, care, loss	**Week 1-** respect, cooperation, listening skills, politeness, courtesy, manners **Week 2-** adoption, blended family, family, fostering, same-sex couple, stereotype **Week 3-** belonging, community **Week 4-** Needs, respect, similarities, differences, identity **Week 5-** needs, respect, bullying, similarities, differences, name calling, bystander, online bullying, upstander **Week 6-** colour, prejudice, disability, gender, race, sexuality, stereotype, discrimination, cyberbullying, bystander, trolling, online bullying, upstander, abuse	**Week 1-** safe, unsafe, trust **Week 2-** feelings, strategies, danger (dangerous), risk (risky), consequence **Week 3-** risk, safer **Week 4-** risk, browsing, phishing, search engine, fake news, internet safety, misinformation, disinformation **Week 5-** medicines, helpful, harmful, instructions, drugs, nicotine, nicotine patches **Week 6-** risk, drugs, cigarettes, nicotine, nicotine patches, alcohol **Week 7-** risks, strategies, decisions	**Week 1-** responsible, safe, healthy, helper **Week 2-** fake news, fact, opinion, misinformation, disinformation **Week 3-** wellbeing, volunteer **Week 4-** spending, saving, income **Week 5-** income, earning **Week 6-** environment, waste, energy consumption, electronic devices **Week 7-** responsibility, environment, collective responsibility	**Week 1-** balanced diet, muscles, teeth, energy, healthy, dairy, proteins, bones, starchy carbohydrates, fruit & veg **Week 2-** water, sleep, medicine, rest, hygiene, safety, instructions, infection, cleanliness, dose, drug **Week 3-** lungs, intestine, vessels, arteries, liver **Week 4-** continuum, respectful, courteous, debate, discussion, justify **Week 5-** achieve, ambitions, improve, goals, gender identity **Week 6-** goal-setting, talents, skills, intelligence **Week 7-** cooperation, teamwork, collaboration	**Week 1-** trust, caring, healthy, positive, relationships, online relationships, misinterpretation **Week 2-** testicles, vagina, penis, respect, vulva, nipples, uncomfortable, touch, scrotum, personal space, body space, invade, stop, anus **Week 3-** internet safety, private, personal information, public, profile, digital tattoo, **Week 4-** excited, feelings, worried, scared, surprise, secret, uncomfortable, angry, upset, jealous, talk **Week 5-** testicles, puberty, vagina, penis, birth, vulva, nipples, genitals, scrotum, breasts, hips, spots, sweat, pubic hair, **The Trust have made the decision not to teach these words as non-statutory*** wet dreams, erection, egg, ovaries, sperm, **These words will only be taught if staff feel the lesson on periods is age appropriate** menstrual cycle, fallopian tube, period, lining, period/ menstruation pad, tampon, menstruation cup, mammals, womb cervix, **Week 6-** risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Year 4	**Week 1-** collaborate, teamwork, collaboration, collaborative **Week 2-** respect, safe, unsafe, qualities, aggressive, positive, healthy relationship, responsibilities, excluded, assertive, negotiate **Week 3-** friendly, aggressive, compromise, respectful, assertive, rude, face-to-face controlling **Week 4-**sad, feelings, happy, calm, scared, sore, frightened, physical effects, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, rueful, remorseful, repentant, aching, agonising, painful, delighted, ecstatic, joyful, untroubled, assured, confident, peaceful, petrified, terrified, bothered **Week 5-** feelings, physical effects **Week 6-** body language, facial expressions **Week 7-** unkind, tease, bullying, prejudice, pressure, independent, discrimination, aggressor, online bullying, upstander	**Week 1-** respect, safe, unsafe, compromise, conflict, negotiation, disrespect, agree, disagree **Week 2-** respect, fair, aggressive, apologise, prejudice, discrimination, bystander, aggressor, target, upstander, equal **Week 3-** respect, similarities, responsibilities, belief **Week 4-** challenge, stereotype, upstander, disagree **Week 5-** friendly, friend, sharing, relationships, acquaintances, self-confidence **Week 6-** body space, invade	**Week 1-** risk, danger, hazard, hazardous, dangerous, risky, sunburn **Week 2-** risks, aggressive, dare, assertive, online challenge, critical thinking, controlling **Week 3-** assertive, persevere, controlling **Week 4-** consequences, influence, influencer, aggressor, target, online bullying **Week 5-** privacy, privacy settings, security, AI – Artificial Intelligence **Week 6-** medicine, drug **Week 7-** choices, social norm **Week 8**- privacy, personal information, online safety, location settings	**Week 1-** being responsible, reliable, trustworthy **Week 2-** responsibility, rules, safe, healthy, laws, rights, United Nations **Week 3-** phishing, rules, democracy, trolling, scams, griefers **Week 4-** respectful, courteous, opinion, influence, influencer, misinformation, disinformation **Week 5-** witness, anti-social behaviour, aggressor, upstander **Week 6-** income, expenditure, essential **Week 7**- income tax, VAT, national insurance, deductions, public services Week 7- environment, conservation	**Week 1-** unique, individual **Week 2-** wellbeing, encourage, support, choices, respectful, decisions, health, agree, disagree, respect, **Week 3-** balanced diet, wellbeing, mental health, screen usage **Week 4-** refuse, reduce, re-use, recycle, rot, repair, re-think **Week 5-** Community **Week 6-** first aid, accident, burn, scald, emergency, injury, minor, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, wound, recovery **Week 7-** wellbeing, voluntary group, connect, be active, be mindful, get creative, give to others	**Week 1-** practice, learning line **Week 2-** puberty, hormones, feelings, compromise, conflict, independence **Week 3-** testicles, puberty, vagina, penis, womb, vulva, privacy, nipples, scrotum, breasts, spots, sweat, pubic hair, anus, **The Trust have made the decision not to teach these words as non-statutory*** sperm, semen, wet dreams, ovaries, eggs **Week 4-** testicles, puberty, vagina, penis, vulva, genitals, scrotum, breasts, hips, spots, sweat, pubic hair, **The Trust have made the decision not to teach these words as non-statutory*** sperm, wet dreams, semen, ejaculate,ovaries, eggs **These words will only be taught if staff feel the lesson on periods is age appropriate** menstrual cycle, ovulation, fallopian tube, period, lining, period/ menstruation pad, tampon, menstruation cup, mammals, womb cervix, **Week 5-** surprise, secret, uncomfortable feelings **Week 6-** safe, unsafe, relationships, marriage, live together, civil partnership, forced marriage, wedding, ceremony

Year 5	**Week 1-** collaborate **Week 2-** safe, unsafe, compromise, conflict, negotiation, resolution, self-esteem, loneliness **Week 3-** body language, face-to-face, non-verbal, tone of voice, digital footprint, digital tattoo **Week 4-** lonely, loneliness. insensitive, sensitive, self-esteem, insecurity **Week 5-** respect, unsafe, aggressive, assertive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, passive, self-esteem, include, controlling, abuse, neglect **Week 6-** emotions, emotional needs **Week 7**- safe, unsafe, bullying, aggressive, assertive, lonely, passive, bystander, self-esteem, loneliness, rejection	**Week 1-** friendship, listening, compromise, assertive, negotiate, talking, self-esteem, loneliness, controlling **Week 2-** respect, listening skills, assertive, compromise, negotiate, controlling, neglect **Week 3-** prejudice, excluded, discrimination, stereotype, upstander, neglect, justice **Week 4-** metaphor, diverse, multi-cultural society, prejudice, discrimination, equity, equality, neglect **Week 5-** fake news, self esteem, online bullying, misinformation, disinformation, fact, biased, critical thinking, disagree, assertive, algorithms **Week 6-** prejudice, verbal abuse, physical abuse, sexual orientation, gender identity, gender expression, biological sex, online bullying, gender reassignment (protected characteristic), transgender, disagree, assertive, online bullying **Week 7-** friendly, friend, consequences, embarrassed, reactions	**Week 1-** bullying, cyberbullying, bystander, aggressor, target, online bullying, upstander **Week 2-** personal information, privacy settings **Week 3-** online bullying, upstander, bystander, target digital footprint, digital tattoo **Week 4-** pressure, influence, assessing risk, risk taking **Week 5-** substance, stimulant, nicotine pouches **Week 6-** assertive, risk taking, nicotine pouches **Week 7-** dare, pressure, resist pressure, digital footprint, digital tattoo, assertive, controlling, equality, fairness, online privacy, **Week 8**- Healthy, choices, habit, addiction, nicotine patches **Week 9**- drugs, cigarettes, alcohol, assertive, passive, aggressive, self-esteem, controlling, neglect, nicotine pouches Week 10- norms, perception	**Week 1-** responsibility, misinformation, disinformation, AI – Artificial Intelligence **Week 2-** fake news, fact, opinion, biased, unbiased, misinformation, disinformation **Week 3-** voluntary group, community group, pressure (action) group **Week 4-** responsibility, rights, duties, natural environment, physical environment **Week 5-** costs, wages, salaries, rent, Fairtrade **Week 6-** borrow, loan, credit, debit, interest **Week 7**- public services, council, vote, elections, councillors	**Week 1-** Energy, organs, body systems **Week 2-** commitment, resilience, determination, patience, interpersonal skills, perseverance **Week 3-** community, school community **Week 4-** responsibility, independence **Week 5-** personal qualities, celebrities **Week 6-** life skill, sepsis	**Week 1-** wellbeing, resilience **Week 2-** trust, resilience, unwanted attention, unwanted touch **Week 3-** in confidence, break a confidence, confidential **Week 4-** testicles, sperm, puberty, vagina, penis, period, vulva, nipples, scrotum, period/menstruation pad, tampon, menstruation, clitoris, labia, vaginal discharge, genitalia, managing feelings, oral health **The Trust have made the decision not to teach these words as non-statutory***semen **Week 5-** testicles, vagina, penis, hips widen, wet dreams, hormones, doctor, vulva, sleep, exercise, emotions, nipples, scrotum, menstruation cup, spots, sweat, pubic hair, **Week 6-** puberty, hormones, respect, compromise, conflict, mood swings, emotional changes, neglect, negotiate **Week 7-** separation, fostered

Year 6	**Week 1-** teamwork, collaboration **Week 2-** compromise, negotiation **Week 3-** respectful, assertive, balanced friendship **Week 4-** sensitive, thoughtful, response **Week 5-** resolution, assertiveness, rejected, bystander and upstander **Week 6-** assertiveness, peer pressure, controlling, abuse, neglect **Week 7-** marriage, civil partnership, forced marriage, illegal, preferences, abuse **Week 8-** illegal, appropriate, inappropriate, assertive, bystander, upstander	**Week 1-** confidence, witness, unique, problem, compromise, conflict, negotiate, isolated, bystander, aggressor, target, positive feedback, self-esteem, self-worth, insecure, self-worth, solution **Week 2-** unique, prejudice, assertive, stereotype, discrimination, sexual orientation, gender identity, gender expression, biological sex, diversity, difference, online bullying, **Week 3-** respect, body language, point of view, empathy, cultural norms, disrespect **Week 4-** respect, unique, identity, prejudice, discrimination, diversity, tolerance **Week 5-** friend, relationships, acquaintance **Week 6-** prejudice, assertive, stereotype, discrimination, gender stereotype, media influence, assumption, upstander, digital platforms	**Week 1-** sharing, online safety, social media, parental consent, trolling, misinformation, disinformation, digital footprint, bot, troll, digital tattoo **Week 2-** privacy settings, identity theft, secure, digital footprint, digital tattoo, online sharing **Week 3-** permission, illegal, trolling, right to privacy, sharing online, sexual images, sexting, nudes, digital footprint, digital tattoo **Week 4-** emotional needs, habit, addiction **Week 5-** drug, illegal, legal, medical, non-medical **Week 6-** illegal, drug laws, age restrictions, possess, supply, produce, penalties **Week 7**- risks, alcohol, norms, short-term effects, long-term effects **Week 8**- emotional needs, physical needs	**Week 1-** fact, opinion, assertive, stereotype, biased, unbiased **Week 2-** sharing, profile, online safety, social media, image **Week 3-** saving, interest, bank (building society) account, Junior ISA, debit card, cash, value, online gaming, digital resilience **Week 4-** VAT, public services, income tax (PAYE), tax **Week 5-** energy, recycling, waste, re-use, Fairtrade, environmentally sustainable, composting, materials, transport, shop local, food miles **Week 6-** voluntary group, community group, pressure (action) group, mission statement, values, beneficiary **Week 7-** mission statement, beneficiary, campaign bid, pitch, grant **Week 8-** democracy, elections, manifesto, voting booth, voting, candidate, policies, ballot slip, ballot box, constituencies, House of Commons, MP **Week 9-** debate, penalties, House of Commons, proposal, amendments, enforcement, majority, House of Lords, Royal Assent **Week 10**- community, valued	**Week 1-** perseverance, aspirations, goal setting **Week 2-** wellbeing, reliable, accurate, sources, health, misinformation, disinformation **Week 3-** assessing risk, self-esteem, weigh up, dilemma, controlling, neglect, self-worth **Week 4-** choices, influence, assessing risk, weigh up, misinformation, online behaviours **Week 5-** feelings, adult, calm, first aid, emergency, unresponsive, life skill, sepsis, Red Cross, ambulance, operator, information, serious, scenario, script, role, panic, responsive **Week 6-** wellbeing, connect, be active, take notice (mindful), give, keep learning (get creative)	**Week 1-** body image, manipulation, self esteem, deepfake, digital media, self-worth **Week 2-** assertive, stereotype, gender stereotype, media manipulation, gender reassignment (protected characteristic) **Week 3-** online safety, peer pressure, right to privacy, sharing online **Week 4-** change, support, conversation, discuss **Week 5-** testicles, puberty, vagina, penis, hormones, vulva, friends, nipples, scrotum, identity, spots, **Week 6-** egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship, **Week 7-** vagina, womb, condom, cervix, semen, vaccination, prejudice, infection, medication, HIV, immune system, virus, transmission, sharing needles, sexual contact, Human immunodeficiency virus, illness, sexual activity, vaginal fluids, lifelong condition, life threatening, sharing of needles, blood transfusions, Human papilloma virus, cancer, antibodies **Week 8-** vagina, penis, orgasm, sexual intercourse, consensual, condom, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, loving relationship, respectful, online sexual content

Appendix 6- Growing and Changing Letter to Parents

Year 3 'Growing and Changing' Relationships and Health Education Unit

Dear Parent/Carer,

Promoting the health, safety and well-being of our pupils is an important part of their overall education. This is delivered through our Personal, Social, Health and Economic (PSHE) curriculum, which supports children's physical health, emotional well-being, relationships, and understanding of the wider world.

Over the coming weeks, Year 3 pupils will take part in lessons from the **SCARF PSHE scheme**, focusing on the *Growing and Changing* unit. This forms part of our statutory **Relationships and Health Education** programme.

Relationships Education became compulsory in all primary schools from September 2020 and must be taught in an age-appropriate and developmentally suitable way. From September 2026, schools will follow the updated 2025 revised guidance for Relationships and Health Education. Our programme has been carefully designed to meet statutory requirements, reflect current best practice, and support the needs of our pupils.

Please note that there is **no** Sex Education taught in Year 3.

What children will learn

Your Year 3 child will be exploring themes including:

- Body Space
- My Changing Body
- Respecting personal boundaries
- Understanding privacy and consent
- Puberty and the physical changes that happen as children grow
- The menstrual cycle * This lesson is only taught if deemed age appropriate by the academy (if this lessons is not taught remove the objective from the letter)

During these lessons, children will be taught correct scientific vocabulary, including:
penis, testicles, scrotum, vulva, vagina, nipples, anus, womb, breasts, and menstruation

We recommend you to use this vocabulary with your child at home as well, where appropriate.

These terms are introduced in an age-appropriate way and used consistently throughout Key Stage 2 to help children:

- understand and describe their bodies accurately
- recognise normal physical and emotional changes
- communicate clearly and confidently
- develop respect for themselves and others

Puberty Education and Well-being

Puberty education is a statutory requirement and is introduced in upper Key Stage 2, with earlier foundational learning in Year 3 to help children feel prepared and informed as they grow.
Learning about these changes in advance helps children:

- understand what is happening to their bodies
- reduce anxiety or confusion about natural development
- build confidence and resilience during puberty

Safeguarding and Protective Education

Teaching children about their bodies, boundaries, and trusted adults is an important safeguarding measure. Children who understand body ownership and know how to seek help are better equipped to stay safe and report concerns.

This approach supports the safeguarding expectations set out in statutory guidance and helps ensure children develop confidence in recognising and responding to inappropriate behaviour.

Working in Partnership with Parents
We recognise that parents and carers play a vital role in supporting their child's understanding of relationships, growing up and personal safety.

- We encourage you to explore the following support resource:
  Helping your children understand changes at puberty

If you have any questions about the programme or would like further information, please contact your child's class teacher, PSHE coordinator or the Head of Academy.

Yours Sincerely

Appendix 6- Growing and Changing Letter to Parents

Year 4 'Growing and Changing' Relationships and Health Education Unit

Dear Parent/Carer,

Promoting the health, safety and well-being of our pupils is an important part of their overall education. This is delivered through our Personal, Social, Health and Economic (PSHE) curriculum, which supports children's physical health, emotional well-being, relationships, and understanding of the wider world.

Over the coming weeks, Year 4 pupils will take part in lessons from the **SCARF PSHE scheme**, focusing on the Growing and Changing unit. This forms part of our statutory Relationships and Health Education (RHE) programme.

Relationships Education became compulsory in all primary schools from September 2020 and must be taught in an age-appropriate and developmentally suitable way. From September 2026, schools will follow the updated 2025 revised guidance for Relationships and Health Education. Our programme has been carefully designed to meet statutory requirements, reflect current best practice, and support the needs of our pupils.

Please note that there is **no** Sex Education taught in Year 4.

What children will learn

Your Year 4 child will be exploring themes including:

- Changes during puberty
- How bodies grow and develop
- Emotional changes linked to puberty
- The menstrual cycle * This lesson is only taught if deemed age appropriate by the academy (if this lessons is not taught remove the objective from the letter)
- Understanding and managing change in a respectful and positive way

During these lessons, children will be taught correct scientific vocabulary, including:
penis, testicles, scrotum, vulva, vagina, vaginal discharge, clitoris, labia, nipples, anus, womb, breasts, menstruation and periods

We recommend you use this vocabulary with your child at home as well, where appropriate.

These terms are introduced in an age-appropriate way and used consistently throughout Key Stage 2 to help children:

- understand and describe their bodies accurately
- recognise normal physical and emotional changes
- communicate clearly and confidently
- develop respect for themselves and others

Puberty Education and Well-being

Puberty education is a statutory requirement and is taught progressively across Key Stage 2. In Year 4, children are introduced to key concepts in preparation for more detailed learning in later years.

Learning about these changes in advance helps children:

- understand what is happening to their bodies
- reduce anxiety or confusion about natural development
- feel more confident and prepared for puberty

Safeguarding and Protective Education

Teaching children about their bodies, boundaries, and trusted adults is an important part of safeguarding. Children are taught the importance of body ownership, privacy, and how to seek help if they feel worried or unsafe.

This approach supports the safeguarding expectations set out in statutory guidance and helps children develop confidence in recognising and responding to inappropriate behaviour in an age-appropriate way.

Working in Partnership with Parents
We recognise that parents and carers play a vital role in supporting their child's understanding of relationships, growing up and personal safety.
We encourage you to explore the following support resource:
- Helping your children understand changes at puberty

If you have any questions about the programme or would like further information, please contact your child's class teacher, PSHE coordinator or the Head of Academy.

Yours sincerely,

Appendix 6- Growing and Changing Letter to Parents

Year 5 'Growing and Changing' Relationships and Health Education Unit

Dear Parent/Carer,

Promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health and Economic (PSHE) curriculum, which supports children's physical health, emotional well-being, relationships, and understanding of the wider world.

Over the coming weeks, Year 5 pupils will take part in lessons from the SCARF PSHE scheme, focusing on the **Growing and Changing** unit. This forms part of our statutory Relationships and Health Education (RHE) programme.

Relationships Education became compulsory in all primary schools from September 2020 and must be taught in an age-appropriate and developmentally suitable way. From September 2026, schools will follow the updated 2025 revised DfE guidance for Relationships and Health Education. Our programme has been carefully designed to meet statutory requirements, reflect current best practice, and support the needs of our pupils.

Please note that there is **no** Sex Education taught in Year 5.

What children will learn

The lessons delivered to Year 5 pupils (*Growing Up and Changing Bodies* and *Changing Bodies and Feelings*) will focus on puberty, body changes, and personal safety.

Your Year 5 child will explore the following questions:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- How do I feel about growing up and changing?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone and keep myself safe?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone is not respecting my personal boundaries?
- Who can I talk to if I need help or advice, or am worried about someone else?

Vocabulary used in lessons

During these lessons, pupils will be taught correct scientific vocabulary, including:
penis, testicles, scrotum, vulva, vagina, vaginal discharge, clitoris, labia, nipples, anus, womb, breasts, ovaries, eggs, menstruation and periods

These terms are taught in an age-appropriate way to help children:

- understand and describe their bodies accurately
- recognise normal physical and emotional changes
- develop confidence in communicating about health and safety
- build respect for themselves and others

All resources used have been carefully reviewed by the academy to ensure they are appropriate and suitable for our pupils.

Safeguarding and classroom approach

Children will be encouraged to ask questions, which will be answered honestly and factually in an age-appropriate way. If questions arise that go beyond the planned curriculum, staff will follow the school's RSE policy and may advise further discussion with parents or carers.

Pupils' privacy will be respected at all times. They will not be expected to share personal experiences, and will be reminded that adults may need to share concerns with other trusted professionals if a child's safety is at risk.
A class agreement will be used to support respectful discussion and ensure the content is handled sensitively.

Safeguarding and protective education

RSE plays an important role in safeguarding children. It helps pupils understand body ownership, privacy, appropriate and inappropriate touch, and how to seek help from trusted adults.
This supports statutory safeguarding guidance and helps children build confidence in recognising unsafe situations and speaking up if they are worried.

Working in partnership with parents

We recognise that parents and carers play a vital role in supporting their child's understanding of relationships, growing up and personal safety.

We encourage you to explore this support resource:
https://www.coramscarf.org.uk/rse-for-Y6-and-P7

If you have any questions about the programme or would like further information, please contact your child's class teacher, PSHE coordinator or the Head of Academy.

Yours sincerely,

Appendix 6- Growing and Changing Letter to Parents

Year 6 'Growing and Changing' Relationships and Sex Education Unit

Dear Parent/Carer,

Promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health and Economic (PSHE) curriculum, which supports children's physical health, emotional well-being, relationships, and understanding of the wider world.

Over the coming weeks, Year 6 pupils will take part in lessons from the SCARF PSHE scheme, focusing on the **Growing and Changing** unit. This forms part of our statutory Relationships and Sex Education (RSE) programme.

Relationships Education became compulsory in all primary schools from September 2020 and must be taught in an age-appropriate and developmentally suitable way. From September 2026, schools will follow the updated 2025 revised DfE guidance for Relationships and Health Education. Our programme has been carefully designed to meet statutory requirements, reflect current best practice, and support pupils in preparing for the transition to secondary school, including developing skills to stay safe in a digital world.

The revised guidance confirms that sex education in primary schools is not compulsory; however, schools are encouraged to include elements of sex education in Year 6 where appropriate, particularly in relation to conception and birth within the science curriculum.

What children will learn

Your Year 6 child will be exploring themes including:

- How bodies and emotions change during puberty
- Growing up and preparing for adulthood
- Respectful relationships, consent and personal boundaries
- Healthy and unhealthy relationships
- **Human reproduction ***
- **Online safety, including exposure to inappropriate online content ***
- **Laws and rules that help keep us safe ***

These lessons will explore the following questions:

- How will my body and emotions change as I approach and move through puberty?
- How do I feel about growing up and changing?
- Can people of the same sex love each other? Is this okay?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone and keep myself safe?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone is not respecting my personal boundaries?
- Who can I talk to if I need help or advice, or am worried about someone else?
- **How do humans reproduce?***
- **What is HIV and how can it be prevented?***
- **Why are girls' and boys' bodies different?***

Vocabulary used in lessons

During these lessons, pupils will be taught correct scientific vocabulary, including:
penis, testicles, scrotum, vulva, vagina, vaginal discharge, clitoris, labia, nipples, anus, womb, breasts, menstruation, periods, consent, ovaries*, sperm*, eggs*, wet dreams*, involuntary erections*, sex*, sexual intercourse*, sexual contact *, consensual*, orgasm *, semen*, condom*, erection*, vaginal wetness*, conception*, embryo*, pregnancy*, IVF*, birth*, labour*, caesarean*, HIV*

All resources have been carefully reviewed by the academy to ensure they are appropriate and suitable for our pupils.

Classroom approach and safeguarding
Questions raised by pupils will be answered honestly and factually, using language appropriate to their age and stage of development. Where questions go beyond the planned curriculum, staff will follow the academy's RSE policy and, where appropriate, may discuss them further with parents.

Pupils' privacy will be respected at all times. They will not be expected to share personal experiences. However, they will be reminded that if anything personal is disclosed which raises a safeguarding concern, it may need to be shared with appropriate trusted adults to ensure their safety.

Children will agree a class code of conduct to ensure discussions are respectful, and they will be reminded to consider that some content is not appropriate for younger pupils outside of their year group.

Non-statutory sex education content

- Lesson 6 (*Making Babies*) includes **non-statutory sex education**, as it explains how conception occurs through sexual intercourse and introduces basic information about contraception.
- Lesson 7 (What is HIV?) includes **non-statutory sex education**, as it teaches how HIV is transmitted through sexual activity and how this can be prevented through the use of condoms.
- Lesson 8 (*Online Sexual Content*) includes **non-statutory sex education**, as it addresses exposure to inappropriate or sexualised content online and how to respond safely.

These lessons build on prior learning about puberty and relationships and are designed to be age-appropriate and sensitive in delivery.

Right to withdraw

You have the right to withdraw your child from the **non-statutory** sex education lessons (Lessons 6, 7 and 8). If you wish to do so, please complete the form: **ADD FORMS LINK**

Safeguarding and protective education

Teaching children about their bodies, relationships, and personal safety is an important part of safeguarding. Pupils learn about body ownership, consent, and how to seek help if they feel unsafe or uncomfortable.

This supports statutory safeguarding guidance and helps children develop confidence in recognising and responding to inappropriate behaviour.

We know that RSE has a protective factor when it comes to safeguarding children**. 1 in 20 children** are sexually abused and 1 in 3 of these do not report this to an adult. Sexual abuse can happen to any child; the best way to safeguard children is to ensure that they receive information on naming parts of their body, knowing the difference between appropriate and inappropriate touch, and having the skills and confidence to find and talk to a trusted adult to report any abuse.

Current data shows that **27% of 11-year-olds** have seen online sexual content (Pornography). This equates to up to 8 children in a year 6 classroom. Whilst the majority haven't seen porn it is often the most vulnerable that do.

Research now shows that children with better health (including mental health) and wellbeing are likely to achieve better academically. By learning about positive relationships, respect for themselves and others, and behaving appropriately and safely, they are better able to enjoy their friendships and therefore focus more whilst at school.

Working in partnership with parents

We recognise that parents and carers play a vital role in supporting their child's understanding of relationships, growing up and personal safety. Further support can be found here:

- Helping your children understand changes at puberty
- https://www.coramlifeeducation.org.uk/frequently-asked-questions

If you have any questions about the programme or which elements you may withdraw your child from, please contact your child's class teacher, PSHE Coordinator, or the Head of Academy.

Yours Sincerely

Appendix 7 - Withdrawal from Non Statutory Sex Education Lessons in Year 6

TO BE COMPLETED BY PARENTS/CARERS			
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			

- -

TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents/carers			
Headteacher signature		Date	