

**DRAFT FOR CONSULTATION**

**Relationships and Sex Education (RSE) Policy**

*For Primary Schools*

**Policy Monitoring, Evaluation and Review**

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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**Revision History:**

Version	Date	Author	Summary of Changes:
4	February 2026	ACU	Policy updated in line with the DfE Statutory Guidance 'Relationships and Sex Education (RSE) and Health Education' (for introduction 1 September 2026)
3.1	November 2024	ACU	Policy reviewed and no changes made at this time. Relationships and Sex Education Guidance is expected to be revised by the DfE following a public consultation. This policy will be reviewed in line with the revised guidance when available.

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## Relationships and Sex Education (RSE) Policy

### 1. Introduction

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a safe and inclusive framework in which sensitive discussions can take place
- Teach pupils about healthy, respectful relationships
- Prepare pupils for puberty and physical and emotional changes
- Help pupils develop self-respect, confidence and empathy
- Promote equality, dignity and respect
- Support pupils to stay safe, including online
- Develop knowledge, skills and attributes needed for later life

RSE is delivered in a way that reflects the school's values and ethos and promotes safeguarding and pupil wellbeing.

### 2. Statutory requirements

This school provides Relationships Education, Relationships and Sex Education and Health Education in accordance with:

- The Children and Social Work Act 2017
- The statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2026)*

Relationships Education and Health Education are compulsory in primary schools.

Primary schools are not required to teach sex education beyond the National Curriculum science programme. Where sex education is delivered, it is taught in line with statutory guidance and this policy.

Parents do **not** have the right to withdraw their child from Relationships Education or Health Education. Parents may request withdrawal from non-statutory sex education (see Section 9).

This policy should be read alongside the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy

### 3. Policy development and consultation (draft version for consultation)

This is a draft policy issued for consultation with parents, carers, staff and other stakeholders.

The school is required under the Children and Social Work Act 2017 to consult parents on its Relationships and Sex Education (RSE) policy. This consultation forms part of that statutory process.

The purpose of this consultation is to:

- Share how the school intends to meet the requirements of the statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2026)*
- Provide transparency about curriculum content and delivery
- Invite feedback from parents and carers
- Ensure the policy reflects the needs of our school community while meeting statutory obligations

During the consultation period:

- This draft policy, which includes the curriculum map, will be available on the school website for parents and staff to view
- Sample materials are available on the school website
- Feedback may be submitted via email to [rseconsultation@tmet.uk](mailto:rseconsultation@tmet.uk) until 31<sup>st</sup> May, 2026

All feedback will be carefully considered by school leaders and, where appropriate, amendments will be made before the policy is finalised. The school recognises that RSE is most effective when delivered in partnership with parents and carers, and we welcome constructive engagement as part of this process.

Following consultation, the final policy will be presented to the TMET Executive Team for approval and then published on the school website.

#### **4. Definition**

In primary school, Relationships and Sex Education (RSE) focuses primarily on Relationships Education.

RSE supports pupils to develop the knowledge, understanding and attitudes needed to:

- Build healthy, respectful relationships
- Understand different types of families
- Recognise and respect personal boundaries
- Keep themselves safe, including online
- Understand how their bodies change as they grow

RSE contributes to pupils' emotional wellbeing and personal development. It is not about the promotion of sexual activity. Where aspects of puberty or human reproduction are taught, this is delivered in an age-appropriate manner and in line with statutory guidance.

#### **5. Curriculum**

Our draft curriculum is set out in Appendix 3 and has been designed to meet the requirements of the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2026).

In primary school, the curriculum is centred on Relationships Education and Health Education. It builds progressively across year groups and is delivered in an age-appropriate and developmentally appropriate way.

Teaching takes place within a safe and respectful environment and content is adapted to meet the needs of pupils, including those with SEND.

If pupils ask questions beyond the agreed curriculum, teachers will respond in a way that is age-appropriate and consistent with professional boundaries and safeguarding responsibilities. Where appropriate, pupils may be encouraged to discuss questions further with a parent or carer.

If significant or repeated issues arise within the school or wider community that impact pupils' wellbeing or safety, the curriculum may be adjusted to address these in an appropriate and proportionate way.

As recommended in the guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2026 (paragraph 30) sex education will be taught in upper Key Stage 2, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Parents cannot withdraw their child from the curriculum content in Relationships Education, Health Education or Science, but have a right to withdraw them from any sex education sessions that cover additional content. At TMET schools, this will be a minimal number of lessons limited to explaining, in simple and age-appropriate terms, how a baby is conceived and born.

For further detail about what is taught in each year group, please refer to the school curriculum maps in Appendix 3, where you will be able to see which sessions you can withdraw your child from should you wish to do so.

## **6. Delivery**

Relationships and Sex Education is delivered through:

- Personal, social, health and economic education (PSHE) lessons
- Science
- Religious Education (where appropriate)
- Assemblies and pastoral programmes

Lessons are delivered by school teaching staff.

Where external providers contribute to sessions, the school remains responsible for curriculum content, materials are reviewed in advance, safeguarding procedures are agreed and a member of school staff remains present.

At our school, we use the following external providers: KAPOW scheme for RSE planning and resources, and for PSHE the Coram SCARF scheme is used for planning and resources.

## **7. Equality, Inclusion and Respect**

The school is committed to promoting equality, dignity and respect for all.

In delivering Relationships Education, pupils are taught that families may look different from their own and that all families should be treated with respect and kindness. This includes families with same-sex parents and families with different structures.

Teaching reflects the requirements of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics.

Content is delivered in an age-appropriate and developmentally appropriate way and is integrated within the Relationships Education curriculum rather than taught as a standalone topic.

Care is taken to ensure that no child is stigmatised because of their home circumstances or family background.

## **8. Safeguarding and Confidentiality**

Relationships and Sex Education forms part of the school's preventative safeguarding curriculum and supports pupils to understand how to keep themselves and others safe. Clear ground rules are established in lessons to create a safe, respectful and supportive learning environment.

Staff are aware that topics taught may lead to pupils disclosing safeguarding concerns, and all follow the statutory guidance, Keeping Children Safe in Education, and the school's Safeguarding and Child Protection Policy when responding to any concerns. Pupils are made aware that if information is shared which indicates that they or another person may be at risk of harm, this must be passed on to the appropriate member of staff. Safeguarding concerns are reported to the Designated Safeguarding Lead in accordance with school procedures.

## **9. Engagement with Parents / Parents' Right to Withdraw**

The school recognises that Relationships and Sex Education is most effective when delivered in partnership with parents and carers. This policy details the content of the curriculum for Relationships Education, Relationships and Sex Education and Health Education.

Sample curriculum materials for Relationships and Sex Education can be found on our website here: <https://www.abbey-tmet.uk/curriculum-subjects/pshe/> Parents are welcome to contact the school office to arrange to view further curriculum materials.

To provide the most effective support for children, we will inform parents and carers before Relationships and Sex Education sessions are taught. Parents have a right to request withdrawal from non-statutory sex education only. The content that parents can withdraw their child from is detailed in Appendix 3. Parents cannot withdraw their child from Relationships Education, Health Education or Science.

Requests must be made in writing (e.g. by email) to the Principal, and you will be contacted to discuss your request, as recommended in the guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2026 (paragraph 17)*. The school will respect the parental right to withdraw and make a record of the request.

## **10. Monitoring arrangements**

The delivery of Relationships and Sex Education is monitored and evaluated by the Subject Leader and Principal, through review of curriculum materials, learning walks, pupil voice and staff feedback.

This policy will be reviewed by TMET every two years or when legislation changes. At every review, the policy will be approved by the TMET Executive Team.

## Appendix 1: Primary Health and Wellbeing Content (statutory)

For further details, please refer to the DfE Guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Topic	Curriculum Content
General wellbeing	<ol style="list-style-type: none"><li>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.</li><li>2. The importance of promoting general wellbeing and physical health.</li><li>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.</li><li>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li><li>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>6. That isolation and loneliness can affect children, and the benefits of seeking support.</li><li>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li><li>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.</li><li>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).</li><li>10. That it is common to experience mental health problems, and early support can help.</li></ol>
Wellbeing online	<ol style="list-style-type: none"><li>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.</li><li>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.</li></ol>

<b>Topic</b>	<b>Curriculum Content</b>
	<ol style="list-style-type: none"> <li>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.</li> <li>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>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.</li> <li>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>10. That they have rights in relation to sharing personal data, privacy and consent.</li> <li>11. Where and how to report concerns and get support with issues online.</li> </ol>
<b>Physical health and fitness</b>	<ol style="list-style-type: none"> <li>1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>3. The risks associated with an inactive lifestyle, including obesity.</li> <li>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
<b>Healthy eating</b>	<ol style="list-style-type: none"> <li>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. Understanding the importance of a healthy relationship with food.</li> <li>3. The principles of planning and preparing a range of healthy meals.</li> </ol>

Topic	Curriculum Content
	<p>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).</p>
<b>Drugs, alcohol, tobacco and vaping</b>	<p>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.</p>
<b>Health protection and prevention</b>	<p>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>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.</p> <p>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 check-ups at the dentist.</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>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.</p>
<b>Personal safety</b>	<p>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p> <p>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p>
<b>Basic first aid</b>	<p>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>
<b>Developing bodies</b>	<p>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.</p> <p>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.</p>

**Topic****Curriculum Content**

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 2: Primary Relationships Content (statutory)

For further details, please refer to the DfE Guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Topic	Curriculum Content
<b>Families and people who care for me</b>	<ol style="list-style-type: none"><li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li></ol>
<b>Caring friendships</b>	<ol style="list-style-type: none"><li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>6. How to manage conflict, and that resorting to violence is never right.</li></ol>

Topic	Curriculum Content
<b>Respectful, kind relationships</b>	<p>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</p> <p>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.</p> <p>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p> <p>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.</p> <p>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.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>
<b>Online safety and awareness</b>	<p>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.</p> <p>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.</p>

**Topic****Curriculum Content**

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**

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.

### **Appendix 3: School Curriculum Map, including non-statutory sex education content**

As outlined in Section 5 of this policy, parents have a right to withdraw their children from non-statutory sex education. At TMET schools, this will be a minimal number of lessons limited to explaining, in simple and age-appropriate terms, how a baby is conceived and born. These sessions are highlighted in yellow below.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2 (covers growth and changes but not human lifecycle of puberty).	Summer 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.	<p>Kapow RSE and PHSE Scheme Year 2 unit: How can we look after and respect our bodies as we grow?</p> <p>Learning how people grow and change as they get older, recognising physical changes, naming private body parts correctly and understanding privacy, personal boundaries and who can help.</p>
Year 4 (covers emotional and physical changes of puberty).	Summer 1		<p>Kapow RSE and PHSE scheme. Year 4 unit: How can I manage the changes to my body and emotions as I grow up?</p> <p>Learning about the physical and emotional changes of puberty, including periods, hygiene and personal boundaries, to support healthy development and respectful relationships.</p>
Year 5 (covers emotional and physical changes and recaps menstruation).	Summer 1		<p>Kapow RSE and PHSE scheme Year 5 unit: How can I manage the changes to my body and emotions as I grow up?</p> <p>Learning about the physical and emotional changes of puberty, including periods, hygiene and personal boundaries, to support healthy development and respectful relationships.</p>
Year 6 (human life cycle and sex education)	Summer		<p>Kapow RSE and PHSE scheme Year 5 unit: How can I manage the changes to my body and emotions as I grow up?</p> <p>Learning about the physical and emotional changes of puberty, including periods, hygiene and personal boundaries, to support healthy development and respectful relationships.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
			Kapow RSE and PHSE scheme Year 6 unit: How do people become parents and carers?
Year 2	Summer 1	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.	Kapow RSE and PHSE Scheme Year 2 unit: How can we look after and respect our bodies as we grow? Learning how people grow and change as they get older, recognising physical changes, naming private body parts correctly and understanding privacy, personal boundaries and who can help.
Year 4	Summer 1	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.	Kapow RSE and PHSE scheme. Year 4 unit: How can I manage the changes to my body and emotions as I grow up? Learning about the physical and emotional changes of puberty, including periods, hygiene and personal boundaries, to support healthy development and respectful relationships.
Year 6	Summer 2 Highlighted LOs can be withdrawn from.	The following lessons fall under Sex Education and can be withdrawn from. However, these are lessons are age-appropriate, factual and non-graphic, and are delivered in line with statutory RSHE requirements. All children at Abbey Mead will learn this information in a safe, supportive environment where misconceptions can be addressed, and accurate answers provided by trusted adults. Our RSHE teaching places a strong emphasis on safety, boundaries and consent, and clearly reinforces that sexual intercourse is an adult behaviour and not appropriate for children. Research consistently shows that high-quality RSHE delays risky behaviour rather than encouraging it.	Kapow Year 6 Summer 2 unit: How do people become parents and carers? Lessons: <b>Lesson 2: To describe how a baby is made using scientific vocabulary.</b> <b>Lesson 3: What happens in pregnancy and how are babies born?</b>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
			Lesson 6: What is consent? A small section at the end of the lesson discusses the legal age of consent.

**Appendix 4: Parent form: withdrawal from sex education within Relationships and Sex Education**

Parents can request withdrawal from sex education, as outlined in section 9 of this policy.

Requests for withdrawal should be put in writing (e.g. by email) and addressed to the Principal.

Parents may wish to use the form below. All requests should include: the name of the child, the child’s class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

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

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