HOLY TRINITY
CE Primary School

part of the

LDBS Academies Trust
LAT and LAT 2

Relationships and Sex Education (RSE) and Health Education Policy

Document type	School Policy	Statutory DfE / Trust	DfE
Approval Level	Trust Board of Directors	Review Frequency	Biennial
Approval date	22/01/2026	Next Review Date	21/01/2028
On behalf of the Trust Board of Directors			
Name	Andrew Garwood-Watkins	Name	Christalla Jamil
Position	Chair of the Board of Trustees of the Trusts	Position	CEO of the Trusts
On behalf of Holy Trinity (Tottenham)			
Name	Jenette Charles	Name	Lisa Miles
Position	Chair of the School Board of Governors	Position	Headteacher
Publication to	☒ GovHub	☐ Staff info site	☒ Website

Trust Vision Statement

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches." (Matthew 13: 31-32)

In the parable of The Mustard Seed, Jesus reminds us that even the smallest of seeds has the potential to grow into the fullness of itself. We aim to provide the right environment for our children, and all whom we serve, to flourish into the fullness of themselves. He tells us these seeds grow into trees, capable of providing a home for a rich diversity of life, our work is to ensure all in our communities grow into people of compassion and wisdom with a deep spiritual understanding of how to support the needs of others.

School Values

We are a school that is more than bricks and mortar.

A place with a zest for learning without walls or limitations, where all are *held in the arms of love - respected* and encouraged.
A school that ignites curiosity *to take us beyond the world we already know; to r*ead the stories that have been told before us and write those yet to come.
A community that helps us pave our way, as we make great strides; where memories are made, that leave a sparkle in our eyes, and a smile on our face. A place that builds strong foundations.
To cherish, to wonder, to dream, to flourish, to succeed.

Table of Contents

Relationships and Sex Education (RSE) and Health Education Policy 1

1 Pre-Amble : Christian Understanding of RSE and Health Education 5

2 Statutory Requirements 5

3 Definition of RSE and Health Education 6

4 General Principles 6

5 Policy Development and Consultation 7

6 Curriculum 7

6.1 Curriculum Structure 7

6.2 Primary RSE and Health Education Curriculum 8

6.3 Curriculum Content: By the End of Primary School, Pupils Should Know 8

6.3.1 Families and People Who Care for Me 8

6.3.2 Caring Friendships 9

6.3.3 Respectful, Kind Relationships 9

6.3.4 Online Safety and Awareness 10

6.3.5 Being Safe 10

6.4 Science Curriculum: Statutory Requirements 11

6.4.1 Year 5: Life Cycles 11

6.4.2 Year 6: Animals, Including Humans 11

7 Delivery of RSE and Health Education 11

7.1 Teaching Approach 11

7.2 Differentiation and Inclusion 11

7.3 Family Structures and Contexts 12

7.4 Legal Awareness 12

8 Use of External Organisations and Materials 12

8.1 Assessment and Selection of Resources 12

8.2 External Agencies and Speakers 12

9 Roles and Responsibilities 13

9.1 The Board of Directors 13

9.2 Chief Executive Officer (CEO) of the Trust 13

9.3 Local Academy Committees (LACs) 14

9.4 Staff 14

9.5 Pupils 14

10 Parents' Right to Withdraw 15

10.1 Relationships and Health Education 15
10.2 Sex Education Beyond the Science Curriculum 15
11 Training and Professional Development 15
11.1 Staff Training 15
12 Monitoring and Review 15
12.1 Monitoring Arrangements 15
12.2 Policy Review 16
13 Implementation Across the Trust 16
Appendix 1: Parent/Carer Withdrawal Request Form 17
Appendix 2: Curriculum Map 18

1 Pre-Amble : Christian Understanding of RSE and Health Education

The starting point for any Christian understanding of relationships, sex and health education is the Bible, which is normative for all Christians. The Anglican response to the Bible has always been that it must be taken with great seriousness, whilst being subject to interpretation, reason and the developing nature of Biblical and historical scholarship.

The Bible emphasises that humans were designed to need companionship; a partner to provide help and support. There is a strong emphasis on constancy and faithfulness, on monogamy and that partnership should be for life. The Bible also contains passages of great passion, showing that physical love is a gift from God and that sex with the right person, one to whom a serious and thoughtful commitment has been made, is a source of delight and tenderness.

In Common Worship, the preface to the marriage service extends this ideal: "Marriage is intended by God to be a creative relationship, as his blessing enables husband and wife to love and support each other in good times and bad, and to share in the care and upbringing of children."

The Bible explains that the world has been created by God, that all life belongs to Him, and is fundamentally good. We are stewards of His creation, co-creators with Him and should care for all life. However, humanity is fallen, frail, and subject to the ravages of sin. Human relationships—including sexual relationships—are no more, but no less subject to sin than any other human thought or activity. Yet the Bible teaches that God's nature is of infinite compassion and forgiveness.

It is essential that in whatever is taught, the notion of holding together human frailty and God's graciousness is not lost; that whilst lives can be marred by sin and sorrow and wrongdoing, there is always a promise of healing, forgiveness and new life.

The General Synod of the Church of England has said, "that to withhold compassion is evil and in circumstances of very great distress or need is a very great evil." It is in this overall context—of absolute value of persons, of the goodness of love and sex, of the nature of frailty and sin, and of the infinite love and forgiveness of God—that relationships and sex should be taught in Church Schools.

Our schools will promote the physical and mental health of pupils not just through the taught curriculum but also through the structure of the school day, through the food and drink provided and by teaching children how to be safe both in and out of school.

2 Statutory Requirements

As primary academies within a multi-academy trust, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum similar to the National Curriculum, including requirements to teach science. This includes the elements of sex education contained in the science curriculum.

In teaching Relationships, Sex Education (RSE) Education and Health Education, we are required by our funding agreements to have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996

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

The aims of RSE and Health Education at our schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable children to grow up to lead a happy and successful adult life by helping them develop the knowledge, skills and values necessary to understand relationships and make safe, respectful decisions
- Provide support and guidance to parents to help them engage in meaningful conversations with their children about RSE and Health Education, fostering open communication and reinforcing learning at home

3 Definition of RSE and Health Education

For the purpose of this policy: RSE and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

4 General Principles

RSE and Health Education is part of every child's broad, balanced curriculum and is integral to the basic curriculum of our schools. It forms part of the child's all-round development.

It is essential to regard parents as partners in the delivery of RSE and Health Education. Pupils learn more about marriage and relationships from their own homes than from anywhere else. For many, this will be positive and provide a sound template to work from. For some children it may be confusing or painful because neglect and abuse may be what they know of relationships.

As children grow older, the earliest learning is supplemented by a widening circle of acquaintances and by television, film, literature and the internet. It is vital that our schools prepare pupils for the dangers that lurk on the internet and in everyday life.

Regardless of background and behaviour, all pupils are to be caringly accepted within our schools. Some children may be more vulnerable to bullying or exploitation than others, and this must be taken into consideration within the organisation of the school.

The exploration of relationships, values, morals and of Christian and other religious beliefs should provide the context for understanding reproduction, sexual behaviour and safety.

By developing communication and decision-making skills and positive attitudes to themselves and to others, pupils should become increasingly responsible for their own sexual behaviour as they mature.

It is essential that teachers feel comfortable with this area of the curriculum to foster a spirit of sharing and openness. Occasionally some discussions may be managed more easily by teaching boys and girls separately.

Our schools provide a safe and secure environment in which human relationships can be explored. Children should feel confident in speaking and asking questions and know who to turn to if they need help or support.

We adopt a whole-school approach, guided by four core principles: informed decision-making, holistic development, character and values, and prevention and protection. These principles ensure that pupils gain the knowledge, skills, and attitudes needed to make safe, responsible choices, develop resilience and empathy and maintain their physical and emotional wellbeing.

5 Policy Development and Consultation

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

1. **Review**—A member of staff compiled all relevant information including national and local guidance, along with requirements from the Department for Education.
2. **Staff consultation**—All school staff were given the opportunity to review the policy and make recommendations.
3. **Parent/carer consultation**—Parents, carers and interested parties were invited to engage with the policy development process through meetings and written consultation.
4. **Pupil consultation**—We investigated what pupils want from their RSE and Health Education programme.
5. **Ratification**—Once amendments were made, the policy was shared with the Board of Directors for approval.

All schools within the Trust will consult with their Local Academy Committees (LACs), parents and pupils to ensure the policy is tailored to the individual needs of their school communities, whilst maintaining consistency across the Trust.

6 Curriculum

6.1 Curriculum Structure

RSE and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE and Health Education are taught within the science curriculum, and other aspects are included in religious education (RE) and other curriculum subjects.

The school will ensure that:

- Core knowledge is sectioned into units of manageable size

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

6.2 Primary RSE and Health Education Curriculum

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- With oneself (mental and physical well-being)

Sex education at primary level focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (taught primarily through the science curriculum)

The Department for Education guidance recommends that primary schools teach sex education in Years 5 and/or 6, in line with content about conception and birth in the science curriculum. Our schools will determine whether to cover additional content on sex education beyond what is covered in the science curriculum, based on the needs of pupils and in consultation with parents/carers.

Health education is integrated throughout, covering:

- Physical health and fitness
- Mental wellbeing
- Growing and changing
- Keeping safe
- Drug and alcohol education

6.3 Curriculum Content: By the End of Primary School, Pupils Should Know

6.3.1 Families and People Who Care for Me

- That families are important for children growing up because they can give love, security and stability
- 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
- That other children's families sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care
- That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up

- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

6.3.2 Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy, caring and kind 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
- 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
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
- About managing conflict with kindness and respect, and that violence is never right
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others if needed

6.3.3 Respectful, Kind Relationships

- The importance of respecting others, including in families and friendships, and learning how to balance the needs and wishes of different people
- The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults
- How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration
- That they can expect to be treated with respect and the importance of respecting others, including those who are different (physically, in character, personality or background), or make different choices, or have different preferences or beliefs
- The practical steps they can take in a range of different contexts to improve or support their relationships
- The conventions of courtesy and manners
- The importance of self-respect and self-esteem and how this links to their own happiness
- The difference between being assertive and being controlling, and between being kind to other people and neglecting their own needs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
- What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

- Understanding the importance of a positive relationship with ourselves, including how to look after our mental and physical wellbeing.

6.3.4 Online Safety and Awareness

- That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe contact with older users, including other children and adults
- That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met
- How information and data is shared and used online, including where pictures or words might be circulated
- 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
- 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
- About deepfakes, including what they are and how they can be used maliciously, and how to identify them

6.3.5 Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust
- How to report concerns or abuse, 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
- Where to get advice, for example from their family, school and/or other sources
- Learning basic first aid skills, including how to respond in common emergency situations.
- How to eat healthily and knowing that some food choices are less healthy
- Understanding how to protect and maintain health and preventing the spread of illness

- Understanding the risks and effects of drugs, alcohol, tobacco, and vaping on physical and mental health

6.4 Science Curriculum: Statutory Requirements

Parents/carers do not have the right to withdraw their children from this part of the curriculum.

6.4.1 Year 5: Life Cycles

Pupils should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

6.4.2 Year 6: Animals, Including Humans

Pupils should be taught to:

- Describe the changes as humans develop to old age

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

7 Delivery of RSE and Health Education

7.1 Teaching Approach

Throughout each year group, the school will use appropriate materials to assist learning, such as:

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

Teachers will ensure that:

- All pupils' views are listened to
- Pupils are encouraged to ask questions and engage in discussion
- Questions are answered sensitively, honestly and appropriately for the age of the pupils
- The programme is designed to focus on pupils of all genders, and activities are planned to make sure all are actively involved
- All teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND)

7.2 Differentiation and Inclusion

The school will ensure that all teaching and materials are appropriate for the ages and needs of all pupils, including those with special educational needs and disabilities (SEND). We will:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in: a whole-class setting; small groups or targeted sessions; 1-to-1 discussions; or digital formats
- Give careful consideration to the level of differentiation needed
- Be sensitive to all pupils' experiences
- Create an environment where pupils feel safe and supported

7.3 Family Structures and Contexts

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include:

- Traditional families
- Single-parent families
- Same-sex parent families
- Families headed by grandparents
- Adoptive parent families
- Foster families

We also sensitively reflect that some children may have a different structure of support around them, such as looked-after children, young carers or kinship carers.

7.4 Legal Awareness

Across our schools, we are mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

8 Use of External Organisations and Materials

8.1 Assessment and Selection of Resources

We will formally assess any resources or materials prior to use to ensure that:

- They are aligned with the teaching requirements set out in the statutory RSE guidance
- They would support pupils in applying their knowledge in different contexts and settings
- They are age-appropriate, given the age and maturity of the pupils
- They are evidence-based and contain robust facts and statistics
- They fit into our curriculum plan
- They are from credible sources
- They are compatible with effective teaching approaches
- They are sensitive to pupils' experiences and won't provoke distress

8.2 External Agencies and Speakers

Where we use external organisations or materials produced by these organisations to teach part of the curriculum, we:

Will:

- Make appropriate checks and engage with external agencies to ensure their approach to teaching about RSE is balanced and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with: this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998, and the Education Act 1996
    - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review case-study materials and look for feedback from other people the agency has worked with
- Be clear on: what they're going to say and their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures
- Conduct a basic online search and address anything that may be of concern
- Check the agency's protocol for taking pictures or using any personal data
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

Will not:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

9 Roles and Responsibilities

9.1 The Board of Directors

The Board of Directors will approve the RSE and Health Education Policy and hold the Chief Executive Officer of the Trust to account for its implementation across all schools within the Trust. The Board will oversee the implementation of RSE and Health Education policy and provide governance support to schools within the Trust.

9.2 Chief Executive Officer (CEO) of the Trust

The CEO is responsible for:

- Ensuring that RSE and Health Education is taught consistently across the Trust
- Ensuring that resources and materials are shared with parents and carers
- Managing requests to withdraw pupils from non-statutory components of RSE
- Providing support and guidance to schools within the Trust

11.4 School Headteachers

Each school Headteacher is responsible for:

- Ensuring that RSE and Health Education is taught consistently within their school in line with this Trust policy
- Sharing all resources and materials with parents and carers
- Managing requests to withdraw pupils from non-statutory components of RSE and Health Education
- Ensuring appropriate staff training and development
- Monitoring the delivery of RSE and Health Education

9.3 Local Academy Committees (LACs)

LACs are responsible for:

- Ensuring the Trust RSE policy is appropriately adapted for their individual school context
- Consulting with parents, staff and pupils on school-specific implementation
- Monitoring the quality of RSE delivery
- Holding the Headteacher to account for RSE provision

9.4 Staff

Staff are responsible for:

- Delivering RSE and Health Education in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from non-statutory components of RSE and Health Education
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSE and Health Education. Staff who have concerns about teaching RSE and Health Education are encouraged to discuss this with the Headteacher.

9.5 Pupils

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

10 Parents' Right to Withdraw

10.1 Relationships and Health Education

Parents/carers do not have the right to withdraw their child from:

- **Relationships education** (compulsory in primary schools)
- **Science curriculum**, including the elements of sex education contained within it (e.g. biological aspects such as conception and birth taught in Years 5 and 6)

10.2 Sex Education Beyond the Science Curriculum

Where schools choose to provide sex education that goes beyond what is covered in the statutory science curriculum, parents/carers have the right to request to withdraw their child from this component.

Process:

1 Requests for withdrawal should be put in writing using the form found in Appendix 1
2 The request should be addressed to the Headteacher
3 The Headteacher will meet with the parents/carers to discuss the request and clarify what will be taught
4 The school will provide useful and appropriate work for the child to do whilst withdrawn from the class
5 Alternative schoolwork will be given to pupils who are withdrawn

11 Training and Professional Development

11.1 Staff Training

Staff are trained on the delivery of RSE and Health Education as part of their induction. RSE and Health Education is included in the school's continuing professional development calendar.

The Headteacher will:

- Invite visitors from outside the school (such as school nurses or sexual health professionals) to provide support and training to staff teaching RSE and Health Education
- Ensure all staff feel confident and competent to deliver this sensitive area of the curriculum
- Provide opportunities for teachers to discuss concerns or seek further support

12 Monitoring and Review

12.1 Monitoring Arrangements

The delivery of RSE and Health Education is monitored through:

- Planning scrutinies
- Learning walks

- Observations of teaching and learning
- Review of curriculum materials
- Feedback from parents, carers, pupils and staff
- Pupil progress data and assessments

Pupils' development in RSE and Health Education is monitored by class teachers as part of the school's internal assessment systems. Feedback is used to inform future planning and development of the curriculum.

12.2 Policy Review

This policy was approved by the Board of Directors on the date indicated above. The policy is reviewed and approved by the Board of Directors every two years. At every review, the policy will be updated to reflect:

- Changes in government guidance
- Feedback from parents, carers, pupils and staff
- Emerging safeguarding concerns or issues
- New research and best practice

13 Implementation Across the Trust

Each school within the Trust will:

- Adopt this Trust policy as their overarching framework
- Consult with their Local Academy Committee, parents, carers, staff and pupils to develop a school-specific curriculum map
- Share the curriculum map and resources with parents/carers
- Implement the policy consistently whilst being responsive to their individual school communities' needs
- Ensure parents/carers have opportunities to view all resources and materials used
- Report back to the Trust Board of Directors annually on implementation and any concerns

HOLY TRINITY
CE Primary School

LDBS Academies Trust

Appendix 1: Parent/Carer Withdrawal Request Form

Relationships and Sex Education (RSE) and Health Education
Request to Withdraw from Sex Education

This form should be completed by parents/carers wishing to withdraw their child from sex education (but not from relationships education or science curriculum).

Pupil Details

Pupil Name	
Date of Birth	
Year Group	
School	

Parent/Carer Details

Parent / Carer name	
Relationship to pupil	
Contact Telephone number	
Contact email	

Request Details

Please provide details of which parts of sex education you wish your child to be withdrawn from:

Which specific lessons/topics?	
From when?	
Nature of withdrawal	Permanent / Temporary (please delete as appropriate)
Reason for withdrawal	

Parent/Carer Declaration

I am requesting that my child, _____, is withdrawn from the following sex education content (please describe):

_____

I understand that the Headteacher will contact me to discuss this request before it is finalised.

Signed: _____ Date: _____ Parent/Carer Name (print): _____

To be completed by the school

Headteacher meeting date	Click or tap to enter a date.		
Outcome Discussion			
Alternative arrangements agreed			
Signature Headteacher:		**Date Signature:**	

Appendix 2: Curriculum Map

Schools within the Trust will develop detailed curriculum maps in consultation with their Local Academy Committees, parents, carers, staff and pupils. The curriculum map should clearly set out:

- Year group(s) and terms in which RSE topics are taught
- Specific content and learning objectives for each topic
- Resources and materials to be used
- How pupils will be assessed
- How the curriculum links to other areas of learning

An example template for schools to adapt:

Year	Term	Topic/Theme	Learning Objectives	Resources
1	Autumn 1	Families	Understand different family structures; recognise important people in their lives	Stories, discussions
1	Spring 1	Feelings	Recognise and name emotions; express feelings appropriately	Emotion cards, songs
2	Summer 1	Friendships	Understand characteristics of good friendships; develop friendship skills	Role play, stories
3	Autumn 2	Bullying	Understand what bullying is; know how to respond and seek help	Discussions, scenarios
3	Spring 2	Bodies and Boundaries	Understand body parts and boundaries; recognise appropriate/inappropriate contact	Diagrams, discussions
4	Autumn 1	Online Safety	Understand rules for staying safe online; recognise risks and how to report	Videos, interactive activities
4	Spring 2	Respect and Diversity	Understand importance of respecting differences; challenge stereotypes	Stories, discussions
5	Autumn 2	Puberty	Understand physical and emotional changes during puberty; prepare for adolescence	Scientific diagrams, videos
5	Spring 1	Reproduction	Understand how babies are conceived and born; biological processes	Science curriculum materials
6	Summer 1	Growing Up	Consolidate understanding of adolescence; develop resilience and coping strategies	Scenarios, discussions