Relationships and Sex Education (RSE) Policy

For Primary Schools- Kestrel Mead

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Ratified by:	Executive Team
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Version	Date	Author	Summary of Changes:
4	August 2026	ACU	Amendments made following parent consultation: -Section 3 wording amended to remove references to the draft policy and consultation exercise; -Section 5 rewritten to provide further detail regarding how teachers will respond to questions asked by pupils; -Section 7 rewritten to include understanding of and respect for all protected characteristics, including religious beliefs; -Appendix 3 amended to clarify Year 2 content -Inclusion of Appendix 5: Template letter to be sent to parents & carers on an annual basis reminding them of our policy and how to request to view materials or make a withdrawal request.
3.1	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)

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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

This policy has been developed in accordance with the Children and Social Work Act 2017 and the statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, 2026).

In line with statutory requirements, the school consulted with parents, carers, staff and other stakeholders during the development of this policy. The consultation provided an opportunity to:

- Share how the school intended to meet the requirements of the statutory guidance.
- Provide information 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.

The draft policy, curriculum information and sample teaching materials were made available throughout the consultation period. Feedback received was carefully considered by school leaders, and a number of amendments were made to the policy before it was finalised. These included further clarification of the arrangements for parents and carers to view curriculum materials and the process for requesting withdrawal from sex education, helping to ensure that the policy is clear and accessible.

The school recognises that Relationships and Sex Education is most effective when delivered in partnership with parents and carers. Parents and carers are welcome to view the teaching materials used to support Relationships and Sex Education by contacting the school to arrange an appointment. We remain committed to working openly with families and welcome ongoing dialogue about the curriculum.

Following consultation and review, this policy was approved by the TMET Executive Team and 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, safeguarding responsibilities and the school's values. Staff will seek to support pupils by acknowledging their questions and providing an appropriate response where possible, while avoiding the introduction of content that is not suitable for the age and developmental stage of the pupils present. Where questions fall outside the planned curriculum or relate to topics from which a pupil has been withdrawn, teachers will consider how best to support the individual child. This may include providing a personalised response at a later time, seeking advice from senior leaders or safeguarding staff, communicating with parents or carers where appropriate, and signposting pupils to trusted sources of information or support services. The school recognises that unanswered questions may lead pupils to seek information from inappropriate or unreliable sources, including online. Staff will therefore aim to ensure that pupils receive appropriate guidance and support, while respecting parental involvement and maintaining professional boundaries. Where a question raises a safeguarding concern or suggests that a pupil may be at risk of harm, it will be managed in accordance with the school's safeguarding and child protection procedures.

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 PHSE and RSE planning and resources.

7. Equality, Inclusion and Respect

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

In delivering Relationships and Sex Education (RSE), pupils are taught that people may have different backgrounds, beliefs, identities, characteristics and family structures, and that all individuals should be treated with respect, fairness and kindness.

Teaching reflects the requirements of the Equality Act 2010 and promotes understanding and respect for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Pupils are supported to recognise and challenge discrimination, prejudice, bullying and harmful stereotypes.

RSE includes learning about healthy relationships of different types and promotes respect for diversity within modern British society. Teaching is factual, age-appropriate and delivered in a way that enables pupils to engage thoughtfully and respectfully with differing views and experiences.

The school recognises that pupils come from a wide range of religious and cultural backgrounds. RSE is delivered with sensitivity to these backgrounds and beliefs, while ensuring that all pupils receive the knowledge and understanding required by the curriculum and are prepared for life in a diverse society.

Care is taken to ensure that no child is stigmatised or disadvantaged because of their home circumstances, family background, identity, beliefs, characteristics or personal experiences. The school seeks to create an inclusive learning environment in which every pupil feels valued, respected and supported.

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: PSCHE – Kestrel Mead Primary Academy | TMET Leicester MAT 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 Head of School, 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	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	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.

Topic	Curriculum Content
	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	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	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).

Topic	Curriculum Content
Drugs, alcohol, tobacco and vaping	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	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 check-ups 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	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	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	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 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
Families and people who care for me	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. 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	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.

Topic	Curriculum Content
Respectful, kind relationships	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. 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	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.

Topic	Curriculum Content
	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 or puberty).	Summer 1	Children will learn about growth and how the body can change and develop. This topic will include teaching about the human cycle in general terms, e.g. baby, toddler, child, teenager and adult and will include opportunities to learn about personal boundaries, e.g. through the NSPCC 'Pants rule.'	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 (covers emotional and physical changes of puberty).	Summer 1		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 5 (covers emotional and physical changes and recaps menstruation).	Summer		Kapow RSE and PHSE scheme Year 5 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 (human life cycle and sex education)	Summer		Kapow RSE and PHSE scheme Year 6 unit: How do people become parents and carers?

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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 our school 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: Lesson 2: To describe how a baby is made using scientific vocabulary. Lesson 3: What happens in pregnancy and how are babies born? 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 Head of School.

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	
Lessons parents are requesting to withdraw their child from:			
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	
Date	
Completed by	

Appendix 5: Template letter to be sent to parents & carers on an annual basis

Dear Parent/Carer,

We value the important partnership we have with parents and carers in supporting the personal development, wellbeing and safety of our young people.

We would like to remind you that the school provides Relationships and Sex Education (RSE) and Health Education in accordance with the following guidance: Relationships and sex education (RSE) and health education - GOV.UK

Relationships Education and Health Education are compulsory in primary schools. All TMET primary schools have chosen to use the Kapow scheme of work to deliver this learning. Within this scheme, sex education is delivered in Year 6 only and 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 but may request withdrawal from non-statutory sex education. We will be teaching these sessions during summer half term 2 (schools to amend accordingly).

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).* We will respect the parental right to withdraw and make a record of the request. You may also request withdrawal by completing Appendix 4 of the school's Relationships and Sex Education Policy.

We are committed to working openly with families and welcome parents and carers who would like to view the resources used to teach Relationships and Sex Education. If you would like to do this, please contact the school office to arrange a convenient appointment.

A copy of the school's Relationships and Sex Education Policy, including Appendix 4, is available on the school website or from the school office on request.

Thank you for your continued support in helping us provide a high-quality Relationships and Sex Education curriculum that prepares our young people for healthy, safe and respectful relationships.

Yours faithfully,

[Principal's Name]
Principal

Appendix 6: RSE and PSE Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: Listening and following instructions	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	How can we look after our feelings?	How can I help myself and others feel happy and safe?	How do we spend time online?	How can I help others and the environment?	How can I protect myself and others in daily life?	How can I stay safe?
Year 2	How can we look after our bodies?	How can I build safe, kind and caring relationships with others?	How are things shared online?	How do people belong to a community and earn money?	How can we look after and respect our bodies as we grow?	How can I make safe choices in different places?
Year 3	How can I take care of my mind and body?	What helps us feel safe and included?	How should we communicate online?	What rights and responsibilities do we have?	How can we prevent illness and injury and respond if they happen?	What careers do people choose and why?
Year 4	How can I make healthy choices?	How can we respect each other?	How can I evaluate what I see online?	How can I spend my money wisely?	How will my body and emotions change as I grow up?	What signs help me recognise what is safe or unsafe?
Year 5	How can I support my mind and body as I grow?	Why are healthy relationships important?	How am I influenced by what I see online?	How can we make a difference in our communities and beyond?	How can I manage the changes to my body and emotions as I grow up?	How can we be in control of our money?
Year 6	How do my choices today shape my future wellbeing?	What does it mean to stand up for myself and others?	How do I feel about being online?	How can we protect everyone's rights?	How can I stay safe as I grow up?	How do people become parents and carers?

Long-term plan: RSE & PSHE
Overview – EYFS

EYFS

Autumn 1	Self-regulation: Listening and following instructions 6 lessons In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	**Autumn 2**	Building relationships: Special relationships 6 lessons In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.
Spring 1	Managing self: Taking on challenges 6 lessons In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	**Spring 2**	Self-regulation: Listening and following instructions 6 lessons In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.
Summer 1	Building relationships: My family and friends 6 lessons In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	**Summer 2**	Managing self: My wellbeing 6 lessons In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

Long-term plan: RSE & PSHE
Overview - Key stage 1

Year 1

Autumn 1	How can we look after our feelings?	**Autumn 2**	How can I help myself and others feel happy and safe? 7 lessons Exploring what makes them and their families special and exploring how to build and maintain healthy relationships.
Spring 1	How do we spend time online?	**Spring 2**	How can I help others and the environment?
Summer 1	How can I protect myself and others in daily life? 7 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help.	**Summer 2**	How can I stay safe? 6 lessons Learning to notice dangers in everyday places, follow simple safety rules, listen to body clues and ask trusted adults for help to keep themselves and others safe.

Long-term plan: RSE & PSHE
Overview - Key stage 1

Year 2

Autumn 1	How can we look after our bodies?	**Autumn 2**	How can I build safe, kind and caring relationships with others?

	7 lessons Building understanding of how daily habits support physical health by exploring the benefits of movement, sleep, healthy eating, hydration and dental care, and applying this knowledge to create a healthy daily routine.		7 lessons Celebrating individual and family diversity, exploring personal boundaries, understanding the features of healthy relationships and how to seek help.
Spring 1	How are things shared online?	**Spring 2**	How do people belong to a community and earn money?
Summer 1	How can we look after and respect our bodies as we grow? 7 lessons 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.	**Summer 2**	How can I make safe choices in different places?

Long-term plan: RSE & PSHE
Overview - Lower key stage 2

Year 3

Autumn 1	How can I take care of my mind and body?	**Autumn 2**	What helps us feel safe and included? 7 lessons Celebrating what makes them unique and exploring personal boundaries and understanding how relationships can offer support, care, kindness and shared values.
Spring 1	How should we communicate online?	**Spring 2**	What rights and responsibilities do we have?
Summer 1	How can we prevent illness and injury and respond if they happen?	**Summer 2**	What careers do people choose and why?

Long-term plan: RSE & PSHE
Overview - Lower key stage 2

Year 4

Autumn 1	How can I make healthy choices?	**Autumn 2**	How can we respect each other? 7 lessons Understanding how trust, fairness and boundaries keep friendships healthy and practising how to respond assertively and respectfully when challenges or unkind behaviours arise.
Spring 1	How can I evaluate what I see online?	**Spring 2**	How can I spend my money wisely?
Summer 1	How will my body and emotions change as I grow up? 7 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	**Summer 2**	What signs help me recognise what is safe or unsafe? 7 lessons Developing understanding of hazards, risks and emergencies by recognising signs of danger and identifying unsafe situations in a range of contexts. Exploring how to assess risk, make safe choices and respond appropriately, including seeking help in an emergency.

Long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 5

Autumn 1	How can I support my mind and body as I grow?	**Autumn 2**	Why are healthy relationships important? 7 lessons Developing understanding of identity, family relationships and friendships by exploring how values, commitment, support, communication and assertiveness help to build and maintain respectful, healthy connections with others.
Spring 1	How am I influenced by what I see online? 7 lessons Exploring how online trends, adverts and influencers can shape behaviour and choices, including recognising misleading information and making informed, safe choices.	**Spring 2**	How can we make a difference in our communities and beyond?
Summer 1	How can I manage the changes to my body and emotions as I grow up? 7 lessons Learning about the physical and emotional changes of puberty, including periods, hygiene and personal boundaries, to support healthy development and respectful relationships.	**Summer 2**	How can we be in control of our money?

Long-term plan: RSE & PSHE
Overview - Upper key stage 2

Year 6

Autumn 1	How do my choices today shape my future wellbeing?	**Autumn 2**	What does it mean to stand up for myself and others? 7 lessons Deepening understanding of respectful relationships by linking values to self-respect, boundaries and consent, and by evaluating how to challenge unfairness, prevent bullying and seek help safely in a range of real-life situations.
Spring 1	How do I feel about being online?	**Spring 2**	How can we protect everyone's rights?
Summer 1	How can I stay safe as I grow up?	**Summer 2**	How do people become parents and carers? 7 lessons Learning about conception and pregnancy, exploring different family structures and understanding why consent is important.