



Defence
Children
Services

DCS Directive 3.2.28

Relationships and Sex Education

DCS May 26 v2.0

Authorisation	Head DCS
Senior Responsible Owner	AH Standards
Point of Contact	POLRA
Review Date	July 2027
Related Policy/Guidance	DfE Early Years Foundation Stage (EYFS) Framework
	DfE Keeping Children Safe in Education 24
	DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education
	JSP 342 Education of Service Children Overseas
	DfE National Curriculum KS1 - 4
	DCS Policy Directive 3.2.1 Safeguarding
	DCS Policy Directive 3.2.10 Behaviour
	DCS Policy Directive 7.1.1 Data Protection

General

1. Aims

The aims of relationships and sex education (RSE) at DCS Schools and Settings and the guidance within this Policy Directive¹ are to:

- a) Provide a framework in which sensitive discussions can take place
- b) Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- c) Help pupils develop feelings of self-respect, confidence and empathy
- d) Create a positive culture around issues of sexuality and relationships
- e) Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

In DCS, we aim to mirror, where possible, RSE teaching as set out in the Statutory EYFS and DfE Statutory Guidance on Relationship Education, Relationships and Sex Education and Health Education 2025²

¹ Consideration has been given as to whether this Policy Directive complies with the Public Sector Equality Duty, and it has been concluded that the duty has been complied with

² [DfE Statutory Guidance RSE](#)

3. Definition

In all overseas locations DCS seeks, where possible, to align its educational policy with the principles laid out in DfE policy. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

4. Curriculum

Schools and Settings can draw upon different schemes to teach RSE. The School's and Setting's curriculum considers the age, developmental stage, needs and feelings of DCS' pupils.

RSE will be delivered in an age-appropriate and developmentally appropriate way by appropriately trained teachers and staff and may be supported by external providers where appropriate. Schools and Settings will determine the detailed sequencing of content in line with this Policy Directive and the needs of their pupils.

Across each phase, the curriculum will cover relationships education and, where applicable, sex education in line with statutory guidance.

If pupils ask questions outside the scope of the curriculum expectations, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. If a child asks a question related to a topic from which the child has been withdrawn, then the teacher will contact the parent to discuss the response.

Parents and carers will be informed in advance of any non-statutory sex education content and given sufficient notice to raise any questions, review materials, or request withdrawal in line with the School's or Setting's arrangements.

DCS will share all curriculum materials with parents and carers upon request through the relevant School or Setting.

5. Delivery of RSE

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

RSE will be delivered by appropriately trained teachers and staff. Schools and Settings may also use external providers where appropriate; however, responsibility for the content taught remains with the School or Setting.

In Early Years

As the Relationships Education statutory guidance refers to children starting at Key Stage One, DCS Schools and Settings follow the statutory framework for the Early Years Foundation stage for children aged 0-5 in Early Years. The children work towards the specific PSED (Personal, Social and Emotional Development) and UTW (Understanding The World) Early Learning Goals which relate to the elements of relationships education:

- 1) Self-regulation
- 2) Managing self
- 3) Building relationships
- 4) Understanding the world, including people, culture and communities

In Primary Schools

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

- a) Families and people who care for me
- b) Caring friendships
- c) Respectful relationships
- d) Online relationships
- e) Being safe

Sex education in Primary Schools will focus on:

- a) Preparing children for the changes that adolescence brings
- b) How a baby is conceived and born

Parents and carers do not have the right to withdraw their child from relationships education or from the statutory science curriculum. Parents and carers may request withdrawal from the non-statutory/non-science elements of sex education in line with this Policy Directive and the arrangements of the School or Setting.

In Secondary Schools

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- a) Families
- b) Respectful relationships, including friendships
- c) Online and media
- d) Being safe
- e) Intimate and sexual relationships, including sexual health

In secondary provision, parents and carers may request withdrawal from some or all of sex education delivered as part of statutory RSE, in line with current statutory guidance and the arrangements of the School or Setting.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

DCS Schools and Settings will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

DCS Schools and Settings will teach about these topics in a manner that:

- a) Considers how a diverse range of pupils will relate to them
- b) Is sensitive to all pupils' experiences
- c) During lessons, makes pupils feel:
 - i. Safe and supported
 - ii. Able to engage with the key messages

DCS Schools and Settings will also ensure pupils learn about these topics in an environment that's appropriate for them. For example in:

- a) A whole class setting
- b) Small groups or targeted sessions
- c) One to one discussions
- d) Digital formats
- e) Make reasonable adaptations, where appropriate, to support access to the curriculum for all pupils, including through differentiated teaching, adapted resources and additional pastoral support.

In Early Years, aspects of RSE that relate to the PSED and UTW Development Matters Statements and Early Learning Goals will be approached and taught through circle times, modelling behaviour and weekly targets. These will be planned activities, but incidental opportunities are also used as teaching points as and when they arise.

Use of resources

DCS Schools and Settings will consider whether any resources they plan to use:

- a) Are aligned with the teaching requirements set out in the statutory RSE guidance
- b) Would support pupils in applying their knowledge in different contexts and settings
- c) Are age-appropriate, given the age, developmental stage and background of our pupils
- d) Are evidence-based and contain robust facts and statistics
- e) Fit into our curriculum plan
- f) Are from credible sources
- g) Are compatible with effective teaching approaches
- h) Are sensitive to pupils' experiences and won't provoke distress
- i) Can be shared with parents and carers on request through the relevant School or Setting

6. Use of external organisations and materials

The Head Teacher and/or Setting Manager remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Any external organisations or materials used to support RSE must supplement, not replace, planned teacher-led provision. Responsibility for the content taught, safeguarding arrangements and quality assurance remains with the School or Setting.

DCS Schools and Settings must undertake appropriate checks to ensure that their approach to teaching RSE is balanced, and the resources they intend to use:

- a) Are age-appropriate
- b) Are in line with pupils' developmental stage
- c) Comply with this Policy Directive, JSP 342 and the relevant government advice and legislation³
- d) Can be shared with parents and carers on request through the relevant School or Setting

DCS Schools and Settings must only work with external agencies where there is full confidence in the agency, its approach and the resources it uses. DCS Schools and Settings must not work with external agencies that take or promote extreme political positions or use materials produced by such agencies, even if the material itself is not extreme. Schools and Settings must make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum. Schools and Settings must ask to see in advance any materials that the agency may use.

They must review any case study materials and looking for feedback from other people the agency has worked with. The agency must be clear on what they're going to say and their position on the issues to be discussed. Schools and Settings must know the named individuals who will be in class and follow the standard safeguarding procedures. Schools and Settings must conduct a basic online search of the agency and address anything that may be of concern.

7. Roles and responsibilities

7.1 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the School, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 8). The Head Teacher is also responsible for ensuring that the curriculum is planned in line with this Policy Directive. They must ensure that staff delivering RSE are appropriately trained, and that any external organisations used are appropriately checked and monitored. Head Teachers must remind teachers that they can intervene, or in extreme cases, stop a session. Head Teachers must ensure that a teacher is in the room at all times during any sessions with external speakers. DCS Schools and Settings must inform parents and carers, when external organisations are being used to support the delivery of sex education content and share all external materials with them.

7.2 Staff

³ DfE Teaching Standards, Equality Act 2010, Human Rights Act 1998

DCS School and Setting staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils. They must respond appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RSE. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher. Staff delivering RSE must do so in line with this Policy Directive, the School's or Setting's planned curriculum, and the age, stage and needs of pupils.

7.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to it, treat others with respect and sensitivity. Pupils should also be supported to understand the importance of respectful discussion, personal boundaries, and seeking help where something causes concern.

8. Parents' right to withdraw

In DCS' Primary Schools⁴, parents and carers do not have the right to withdraw their child from relationships education. Parents and carers also do not have the right to withdraw their child from Health Education or from the statutory science curriculum. However, they do have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE. Schools and Settings will inform parents and carers in advance of any non-statutory sex education content so that they are able to raise questions, request to see materials, and, where appropriate, request withdrawal in line with the School's or Setting's arrangements. Requests for withdrawal should be put in writing using the form found in **Annex D** of this Policy Directive and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record and held in compliance with DCS Policy Directive 7.1.2. Records Management.

Alternative schoolwork will be given to pupils who are withdrawn from sex education. Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms prior to the child turning 16. If at the age of 16, the child wishes to receive sex education rather than being withdrawn, the school will arrange this. In Secondary Schools, parents/carers may request withdrawal from some or all sex education delivered as part of statutory RSE, in line with current statutory guidance and the arrangements of the School or Setting.

9. Safeguarding

There is a focus on keeping children safe, and Schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) 2025 sets out that all Schools and Settings should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum⁵. RSE forms part of this preventative approach by helping pupils to understand healthy relationships,

⁴ See points 45-50 of the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

⁵ For further information on this, see points 116-122 of DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

boundaries, consent, online safety, and how to recognise and report concerns. Schools and Settings should ensure that RSE is delivered in a way that supports safeguarding procedures and enables pupils to know where to seek help if they are worried about their own safety or the safety of others.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Training will support staff to deliver RSE accurately, confidently, sensitively and in a way that is age-appropriate and developmentally appropriate for pupils.

The Head Teacher may also invite visitors from outside the school, such as School nurses or sexual health professionals, to provide support and training to staff teaching RSE. Any external support for staff training will be used in line with this Policy Directive and the School's or Setting's usual arrangements for quality assurance and safeguarding.

11. Monitoring arrangements

The delivery of RSE is monitored through class teachers (for pupil's learning and progress) as part of the teacher's own internal assessment systems, the School's internal monitoring arrangements and DCS Quality Assurance Processes. Monitoring may also include review of planning, resources and delivery, together with feedback from staff, pupils and parents/carers where appropriate.

DCS RSE Primary Schools Curriculum Map

Early Years Good Level of Development (GLD)

Children work towards the following PSED (Personal, Social and Emotional Development) and UTW (Understanding the World) Early Learning Goals which relate to elements of Relationships Education:

Self-Regulation

Children at the expected level of development will show an understanding of their own feelings and those of others, begin to regulate their behaviour accordingly, set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate, give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain the reasons for rules, know right from wrong and try to behave accordingly, manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will work and play cooperatively and take turns with others form positive attachments to adults and friendships with peers, show sensitivity to their own and to others' needs.

People, Culture and Communities

Children at the expected level of development will describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will explain some similarities and differences in this country and life in other countries, drawing from knowledge from stories, non-fiction texts and (when appropriate) maps.

These areas should be delivered in ways that support children's understanding of relationships, feelings, personal boundaries, safety, and who they can talk to if they are worried or upset.

Teaching should be age-appropriate, developmentally appropriate, and delivered through planned opportunities and responsive pastoral support.

Primary School Outcomes

TOPIC:	PUPILS SHOULD KNOW:
Families And People Who Care About Me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents 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• That families may take different forms, and that children should understand and respect those differences where relationships are characterised by love, care and security.

<p>Caring Friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful Relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults • How to recognise and challenge prejudice, discrimination and harmful stereotypes in age-appropriate ways. • That all children irrespective of gender, should be treated equally and with respect.

<p>Online Relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • 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 • How to recognise misleading, false or manipulated online content. • That people, images and information online may not always be real or trustworthy. • How to seek help if they see something online that makes them feel worried, unsafe or uncomfortable.
<p>Being Safe</p>	<ul style="list-style-type: none"> • 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 is 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) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g., family, school and/or other sources • Understanding which trusted adults they can talk to if they are worried about violence. • Age-appropriate teaching about the risks of harmful behaviour, exploitation, and pressure from others, including online.

Primary Health Education

- Mental wellbeing
Such as: recognising feelings, talking about worries, resilience, seeking help.
- Internet safety and harms
Such as: harmful content, misinformation, unsafe contact, reporting concerns.
- Physical health and fitness
Such as: exercise, active lifestyles, rest and healthy routines.
- Healthy eating
Such as: balanced diets, healthy choices, food and wellbeing.
- Drugs, alcohol and tobacco
Such as: understanding harm, medicines, household substances and safety.
- Health and prevention
Such as: hygiene, handwashing, oral health, vaccinations and healthy habits.
- Basic first aid
Such as: how to respond to common injuries and when to seek help.
- Changing adolescent body
Such as: puberty, menstruation, physical and emotional changes.
- Primary: Sex Education where taught beyond science
- Sex education beyond the science curriculum
Such as: how a baby is conceived and born.

Secondary School Outcomes

TOPIC	PUPILS SHOULD KNOW:
Families:	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status, e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents and carers in raising children, including the characteristics of successful parenting• How to determine whether other children, adults or sources of information are trustworthy. Recognise when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships). How to seek help or advice, including reporting concerns about others, if needed

Respectful Relationships, Including Friendships:

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, including those based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority and have tolerance towards other's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
- How to recognise and challenge sexism, misogyny and harmful gender stereotypes.
- The importance of positive, respectful models of masculinity and femininity.
- How harmful attitudes and stereotypes can contribute to abuse, harassment and unequal treatment.

Online And Media:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online
- The risks associated with AI-generated content, including sexually explicit deepfakes and manipulated imagery.
- How harmful online influencers, fake accounts and misleading online content can shape attitudes and behaviour.
- How to recognise and respond to online sexual harassment, coercion, sextortion and pressure to share sexual images.

Being Safe:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
- Understanding which trusted adults they can talk to if they are worried about violence and/or knife crime.
- The law as it relates to knives and violence.
- How to recognise criminal exploitation, including gang-related exploitation and county lines.
- How to recognise extremism and radicalisation, and how to seek support if they are worried about themselves or others.

Intimate And Sexual Relationships, Including Sexual Health:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- How to recognise sexual pressure, coercion and manipulation, including in online contexts.
- How pornography and other sexually explicit content can distort expectations of relationships and sex.
- How consent, respect and boundaries apply in all intimate and sexual contexts, including online.

<p>Secondary Health Education</p>	<ul style="list-style-type: none">• Mental wellbeing such as: emotional wellbeing, stress, anxiety, depression, suicide prevention and seeking support. <p>Age-appropriate teaching should include how to seek support for serious mental health concerns, including suicidal thoughts, where relevant to the age and stage of pupils.</p> <ul style="list-style-type: none">• Internet safety and harms Such as: harmful online content, online risk, digital boundaries and reporting concerns.• Physical health and fitness Such as: exercise, sleep, healthy routines and physical wellbeing.• Healthy eating Such as: nutrition, diet and maintaining good health.• Drugs, alcohol and tobacco Such as: smoking, vaping, nicotine, substance misuse and harm reduction.• Health and prevention Such as: self-care, screening, hygiene, infection prevention and healthy choices.• Basic first aid Such as: emergency response and when to get medical help.• Changing adolescent body Such as: puberty and physical and emotional development.• Gambling Such as: risk, addiction, financial harm and recognising unhealthy behaviour.
-----------------------------------	--

DCS RSE Form A - Withdrawal from Sex Education within RSE
(Official-Sensitive-Personal when complete)

To be completed by parents/carers			
Name of child:		Class:	
Name of parent/carer:		Date:	
Reason for withdrawing from Sex Education within relationships and Sex Education:			
Any other information you would like the school to consider:			
Parent signature:			
To be completed by the School			
Agreed actions from discussion with parents/carers:			