

Relationship & Health Education Policy

A policy for all trust schools and families

Date of last review:	September 2026	Author:	Chris Dyson, DCEO
Date of next review:	September 2027	Owner:	Chris Dyson, DCEO
Type of policy:	Applicable to all Create and Create Schools staff	Approval:	Executive Team
School:	Brookfields Primary School	Key Contact Name:	Trust: Chris Dyson, DCEO School: Bernadette O'Rourke Mariam Bibi-Aziz
Key contact email:	enquiry@brookfields.create.org.uk	Version:	1.1

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	4
5. Curriculum	4
6. Delivery of RSE	4
7. Use of external organisations and materials	6
8. Roles and responsibilities	7
9. Parents' right to withdraw	8
10. Training	8
11. Monitoring arrangements	9
Appendix 1: Curriculum map	10
Appendix 2: By the end of primary school pupils should know	12
Appendix 3: Parent/carers information and child's withdrawal from sex education within RSE	15

1. Aims

The aims of relationships and sex education (RSE) at our school 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
- Reflect the school's ethos and values of being Ready, Respectful and Safe, ensuring that RSE is delivered through the Jigsaw Programme in a way that promotes mutual respect, wellbeing and safeguarding

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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

At Brookfields Primary School, we teach RSE as set out in this policy.

3. Policy development

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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Local Governing Body and ratified

4. Definition

For the purpose of this 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.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

Relationships and sex education (RSE) is delivered as part of the school's PSHE curriculum through the Jigsaw programme, which provides a progressive and age-appropriate approach. RSE-related content is taught primarily within the Relationships and Changing Me units and is delivered in a safe, inclusive and respectful learning environment. Teaching uses correct scientific vocabulary and places a strong emphasis on wellbeing, safeguarding and positive relationships.

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

RSE is taught in a way that meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Lessons may be adapted as appropriate to ensure all pupils can access the learning, taking account of individual needs, maturity and background.

The school will make sure 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

As a primary school, sex education is taught in Year 6 as part of the Changing Me unit. This includes learning about puberty, physical and emotional changes, menstruation, human reproduction, and how to keep themselves safe. Parents have the right to withdraw their child from sex education lessons, except for those that form part of the science curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that 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).

All RSE resources and materials will be formally reviewed prior to use to ensure they are:

- age-appropriate
- inclusive and respectful
- factually accurate
- aligned with statutory guidance and the school's values

Resources will be assessed by the RSE lead and/or senior leaders before being introduced into the curriculum. This process ensures that materials support learning objectives, promote positive relationships and do not cause unnecessary distress or confusion. Any new or updated resources will be communicated to staff and, where appropriate, shared with parents and carers.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

As RSE is a personal and developmental subject, no formal examinations or testing are used in primary school. Assessment is used to ensure pupils understand key concepts, feel confident to ask questions, and are supported appropriately where misconceptions arise.

Pupils' learning in RSE will be assessed informally through:

- discussion and questioning
- observations
- pupil contributions and engagement
- age-appropriate reflection activities

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be 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.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- 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
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

Where external organisations or visitors are used to support the delivery of the RSE curriculum, the school will ensure that any agency and materials used are accurate, age and stage appropriate, unbiased, and reflect the school's values. All external providers will be checked in advance and sessions will be planned in partnership with school staff. Teaching will be delivered in line with statutory guidance and the school's legal duties regarding political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it 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](#)
- 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 any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - 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 for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- 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

We **won't**, under any circumstances:

- 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

8. Roles and responsibilities

8.1 The Trust and Governing Board

The Trust Board has overall responsibility for ensuring that the Trust meets its statutory obligations in relation to Relationships and Sex Education (RSE). The Trust Board have approved this policy and hold the Headteacher to account for its effective implementation.

The Headteacher has responsibility for the day-to-day implementation of this policy, including the planning and delivery of the RSE curriculum, ensuring that staff are appropriately trained and supported, and monitoring the quality and effectiveness of provision.

Where responsibilities have been delegated through the Trust's Scheme of Delegation, the Local Governing Board will support and monitor the implementation of this policy within the school, providing appropriate challenge and assurance to school leaders. However, ultimate accountability for compliance with statutory requirements remains with the Trust Board.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- › 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) [Bernadette O'Rourke]

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 headteacher.

To ensure consistency, quality and appropriate relationships with pupils, PSHE and RSE lessons are normally delivered by the class teacher. This enables learning to be built on secure knowledge of pupils, established routines and trusted relationships. PSHE and RSE sessions are not routinely delivered by cover staff, except in exceptional circumstances where continuity and safeguarding can be maintained.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

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.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements –

The delivery of RSE is monitored by the Headteacher and the wider Senior Leadership Team through:

- Monitoring of curriculum planning and coverage
- Book scrutinies and reviews of pupils' work
- Lesson observations and learning walks
- Pupil voice activities, including surveys and discussions
- Staff feedback and professional dialogue
- Monitoring of assessment information and pupil outcomes
- Review of curriculum resources and teaching materials
- Evaluation of parental feedback, where appropriate

Pupils' development in RSE is monitored by class teachers as part of the school's ongoing assessment processes. Assessment may include observation of pupil participation, discussions, completed work and demonstration of knowledge, skills and understanding.

This policy will be reviewed every two years by the Headteacher in consultation with the Trust and relevant stakeholders, or sooner if there are changes to statutory guidance or local circumstances.

At each review, the policy will be approved by the Trust Board (or by the appropriate committee or delegated body in accordance with the Trust's Scheme of Delegation).

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 2	Growing and Changing: • Understanding that everyone grows and changes • Identifying similarities and differences between children • Learning how to look after my body	<i>Jigsaw Changing Me</i> (EYFS)
Year 1	Spring 1	Relationships: • Knowing who is important to me • Understanding friendly and unfriendly behaviour • Recognising and managing feelings	<i>Jigsaw Relationships Y1</i>
Year 1	Summer 2	My changing body: • Naming parts of the body • Understanding that people grow from babies to adults • Learning about personal hygiene	<i>Jigsaw Changing Me Y1</i>
Year 2	Spring 1	Relationships: • Things that cause conflict between me and my friends • What I do when my friend makes me upset	<i>Jigsaw Relationships Y2</i>
Year 2	Summer 2	My changing body: • Knowing that bodies change as we grow • Understanding how to care for my body and hygiene • Learning about privacy and boundaries	<i>Jigsaw Changing Me Y2</i>
Year 3	Spring 1	Relationships: • What makes a healthy friendship • How to solve problems with friends • Understanding the importance of trust and respect	<i>Jigsaw Relationships Y3</i>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	My changing body: Understanding and managing feelings about change	Jigsaw Changing Me Y3
Year 4	Spring 1	Relationships: - Understanding different family structures - Developing empathy and respect in relationships - Keeping safe in friendships	Jigsaw Relationships Y4
Year 4	Summer 2	My changing body: Understanding personal space, privacy and hygiene	Jigsaw Changing Me Y4
Year 5	Spring 1	Relationships: - Healthy and unhealthy relationships - Understanding peer pressure and online relationships - Building self-esteem	Jigsaw Relationships Y5
Year 5	Summer 2	My changing body: - Puberty and changes to the body - Changes for boys and girls - Managing new feelings and emotions	Jigsaw Changing Me Y5
Year 6	Spring 1	Relationships: - Understanding respect, trust and consent - Managing conflict and peer influence - Preparing for transition to secondary school	Jigsaw Relationships Y6
Year 6	Summer 2	My changing body: - Puberty, reproduction and emotional changes - Keeping myself safe and healthy - Preparing for physical and emotional changes ahead - Human reproduction, conception and birth	Jigsaw Changing Me Y6

Relationships and sex education is delivered through the Jigsaw PSHE programme, primarily within the *Relationships* and *Changing Me* units, ensuring a progressive and age-appropriate approach that meets statutory requirements.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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, either in school or in the wider world, 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 2 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
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

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • 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 (for example: 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 how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your 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

TOPIC	PUPILS SHOULD KNOW
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 content with older social media users, who may be strangers, 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
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • 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

Appendix 3: Parent/carers information and child's withdrawal from sex education within RSE

Dear Parents and Carers,

At Brookfields Primary, our PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future.

To support our PSHE curriculum delivery, we use a resource called **Jigsaw**. It is aimed specifically at primary children and offers a comprehensive programme for Primary **PSHE** including statutory **Relationships and Health Education (RSHE)**, through a clear progression of lessons. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Our RSHE lessons are carefully supplemented to meet current Statutory Guidance. Lessons and resources have been tailored to meet the needs of the children and community that we serve and are bespoke to Brookfields. In addition, we have carefully considered when content is delivered in an age-appropriate and positive context.

Children across the school explore and complete work around the following puzzles:

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

This half term, the focus is on **Changing Me**.

The '**conception to birth**' is taught as an optional lesson that parents/carers will give permission for when their child is in Year 6. This will be taught using adapted Jigsaw resources which can be seen by parents before delivery. It is vital that children learn factually correct information to prepare them for life as they will encounter so many myths and untruths from the internet and social media, from peers and often have a natural curiosity. At Brookfields, our approach to all aspects of RHSE provides the knowledge and understanding pupils need in a safe space.

We would like to invite parents and carers to come into school on ***** to meet with ***** (**UKS2 Leader**) and view the resources and materials that will be used during these lessons. This provides an opportunity to see how the content is presented, ask any questions, and feel confident about what your child will be learning.

More information about what is covered in the lessons can be found below:

Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I understand that sometimes people need help from doctors to have a baby I appreciate how amazing it is that human bodies can reproduce in these ways I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I recognise how I feel when I reflect on the development and birth of a baby	• How is conception defined? - In biology, the beginning of pregnancy, marked by fertilisation of an egg by a sperm. • Recap on the physical facts that a male produces sperm and a female an egg each month. • Explain that a pregnancy begins inside a woman when a sperm meets an egg in one of her fallopian tubes. • Sexual intercourse, or making love, is when the penis of a male enters the vagina of a female. It is something which can happen between 2 adults who both want this to happen. They give their 'consent' to each other to 'have sex'. No-one in any relationship should ever do anything with their body they feel unsure of or uncomfortable about, and nobody should ever feel pressured into having any kind of sexual relationship. • Having sexual intercourse is a very personal and private part of an adult relationship and many young people choose not to have sex with someone until they are in a committed relationship, maybe even waiting until they are living together or are married. • To protect young people, countries have age restrictions on when people are allowed to have sexual relationships. These ages are there to help young people to keep physically and emotionally safe. In England, for example, the 'age of consent' is 16. • The idea of consent – that both people must want something to happen and agree to it – is important in all relationships and interactions, not just adult ones. Just like adults, children also have the right to say no to any touch or interaction that makes them uncomfortable, whether from other children or adults. This respect for what our bodies want and don't want is something that stays important throughout our lives. • There are animations used to support the description of sexual intercourse and conception. • Animation H: recap the male reproductive organs, then show the penis becoming erect, entering a vagina and ejaculating. The animation ends as the sperm fertilises an egg in the female fallopian tube. • Animation C: recap the female reproductive organs and then show ejaculation and the sperm fertilising the egg. The fertilised egg is then shown implanting in the womb lining. The animation ends with what happens if an egg is not fertilised – i.e. menstruation. • When sexual intercourse isn't possible to conceive a baby, doctors can help people to have a baby perhaps through egg donation, artificial insemination, surrogacy, or IVF.
-------------------	---	--

If you wish for your child to NOT take part in the lesson on conception to birth, please complete the consent form below. The lesson will take place in week of **29th June 2026**.

Please do not hesitate to get in touch, should you have any queries.

Yours sincerely

Head of School

✂.....

Name of child Class

I wish for my child to NOT take part in the conception to birth RSE lesson

Signed (Parent/Carer)