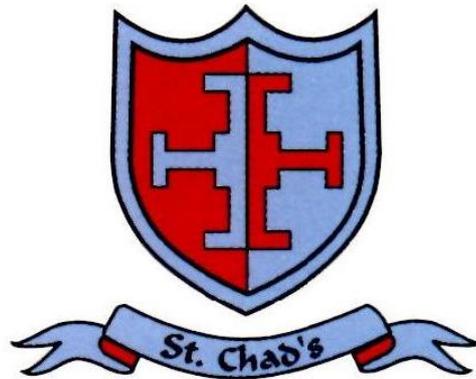


**St. Chad's
Catholic Primary School**



**Personal, Social, Health and Economic
(P.S.H.E) Education Policy including
Relationship, Sex and Health Education
(R.S.H.E)**

Chair of Governors	Mr. K Rollins
Headteacher	Mr. J Riley
Date adopted: January 2026	Review Date: January 2028

OUR MISSION, VISION & AIMS

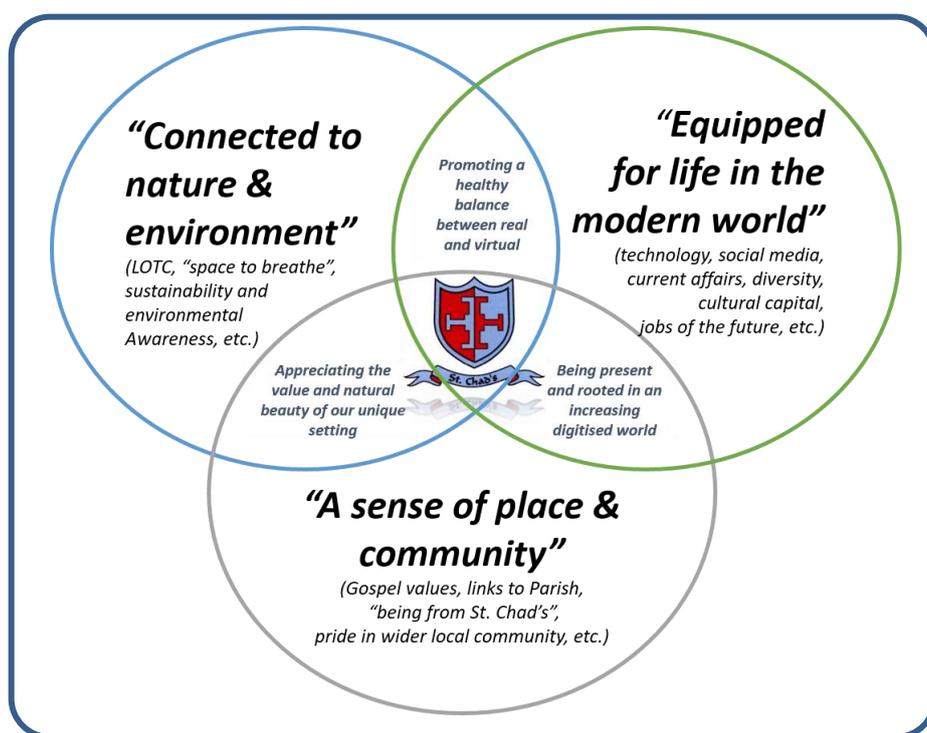
Mission Statement

'Be who you were created to be.'

At St. Chad's this means that, with Christ in our hearts, we:

- **Nurture** our faith
- **Grow** as a family
- **Flourish** in all we do

Our School Vision



Ethos

- A school where **warmth** and **love** is experienced and felt first hand.
- Opportunities for all to experience **peace**, **stillness** and **silence** through **spiritual reflection**.
- A school that nurtures the natural **energy** and **spirit** of children.
- A **calm** school where children feel **safe** and **comfortable** .
- **Relationships** based on a **respect** that all individuals are **unique** and created in the **image and likeness of God**.
- **Gospel values** to permeate through all our teaching and encounters.

Curriculum

- A curriculum designed to foster **resilience** and **independence**.
- An **experiential curriculum** delivered **outdoors**, wherever possible, to **connect with** the **natural world** creating **tactile** and **meaningful experiences**.
- A curriculum designed sequentially to **embed lasting knowledge and skills**, whilst providing **conceptual links** to other subjects and topics.
- A curriculum that prepares children to contribute to a **fairer and more sustainable world**
- A **broad** and **balanced** curriculum that meets the **needs of all children**.
- **Enrichment opportunities** that immerse children in their learning.

Vision for PSHE Education

As a Catholic school we actively promote values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church. We are confident that our continued focus on the Gospel values will give our pupils the necessary awareness of what it means to be a good citizen in Britain today, and embed in them the building blocks of a future successful and productive life. We believe through the teaching of our school curriculum, we promote tolerance, acceptance, peace, being non-judgemental, humility, justice, the dignity of each human being, forgiveness, generosity, fairness, discipline and hope. At St. Chad's, we strive to be an ambitious school that delivers experiential learning by connecting with the natural world and the traditions of its community, to equip children for life in the modern world. Through the teaching and learning of PSHE Education, this vision is upheld. PSHE Education deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. PSHE Education helps children to acquire British values and attitudes which are necessary if they are to make sense of their experiences within school and life itself, value themselves, respect others, appreciate differences and diversity and feel confident and informed as a British citizen. Our policy is in line with statutory guidance and meets all DfE requirements and will be fully implemented by September 2026.

Rationale for PSHE Education

At St. Chad's, PSHE Education is part of a whole school approach and our curriculum provides a range of opportunities for children to make links to other areas of learning and explore a wide range of social, moral, cultural and behavioural issues. We believe that the purpose of education is to bring about human flourishing. We believe that to do this, our curriculum should be broad and balanced; it should build knowledge, encourage independence, curiosity and creativity; produce collaborators, innovators, leaders and, above all, it should help our children to feel personal fulfilment and understand how to make the world a better place. Alongside religious education, PSHE Education stands at the top of our curriculum. Our concept learning approach asks the children to think deeply about concepts that may affect them personally or how it may affect others locally and globally. Our PSHE Education curriculum covers all statutory requirements (see appendix 1) and is tailored to meet the specific needs of the pupils in our school. We choose to teach sex education through the diocesan recommended resource 'A Journey in Love'. Many aspects of RSE are also taught through our religious education programmes 'Come and See' and 'To Know you More Clearly'.

Rationale for RSE (Relationship and Sex Education)

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in Relationship, Sex and Education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that

we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE education framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education (RSHE) will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst respecting that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

The RSHE curriculum will teach the children how to keep themselves safe in a variety of scenarios. It will help them to understand what it means to live a healthy life both physically and mentally.

Aims for PSHE Education

As a school, we aim to enrich the lives of our children by providing them with the skills and opportunities to apply their learning within and beyond the curriculum. Our PSHE Education curriculum aims to give children:

- examples of how to become caring, respectful and confident individuals who will contribute positively to our school and the wider community now and in the future e.g. through community projects, working with the Parish, school council etc.
- the skills to build accurate, balanced and relevant knowledge that is up to date and relevant to the world they are growing up in
- opportunities to turn that knowledge into personal understanding by linking examples to experiences in their own lives through role-play, hot-seating characters etc.
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities e.g. taking part in Parliament week, Sustainable Development Goals (SDGs) projects etc.
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy
- scenarios to apply the knowledge and skills taught to new and challenging situations in their current and future lives
- the opportunity to learn about the importance of fundamental British Values and how to participate fully and make a positive contribution to society e.g. through Parliament Week.
- opportunities to apply economic learning e.g. during enterprise week.

INTENT & IMPLEMENTATION

Statutory Requirements

At St. Chad's, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

Curriculum Design

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching. We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

Before choosing our main teaching resource, we undertook research from a number of sources, to help us establish a rigorous and thorough scheme of work that would meet the needs of the children in our school. We used information from LSIP, CPOMs and gained responses from parents, staff and children to give us an overall picture of the needs of our school and pupils, with regards to PSHE Education. From these results, we chose to use *1Decision* as our main teaching resource. This resource is updated annually and is therefore always relevant and current to our pupils. The resource shows children from many different cultures and cities around the United Kingdom, which parents had highlighted as an area they would like the school to focus on. As well as *1Decision*, it was agreed to use resources from the PSHE Association to enhance the teaching and learning of PSHE Education in our school.

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

1. Review

After attending an archdiocesan meeting and through discussions with our PSHE advisor, Mrs Topp (PSHE subject leader) undertook an audit of PSHE resources. It was established that a more structured programme was required. Mr Riley and Mrs Topp met to discuss next steps and to review data. After observing data from the Health LSIP, information from CPOMs for each cohort and discussions with staff on the specific needs of the children in our area, it was decided that *1Decision* was the most appropriate scheme to use at the centre of our PSHE Education curriculum, alongside *A Journey in Love 2020* for all aspects of RSE which includes sexual intercourse at Year 6 (See right of withdrawal). All staff were asked to try the resources and, from this, long term plans were created for each year group.

2. Staff consultation

All school staff were asked to complete a questionnaire regarding their confidence at teaching PSHE Education and also to clarify what they already do. Staff training was then undertaken to train all staff members in the *1Decision* resources. From this, the long-term plan was created, as a staff, ensuring appropriate topics were placed in specific year groups.

3. Parent/stakeholder consultation

Parents were provided with details of work to be taught to each year group and examples of the *1Decision* programme. They were also given access to information regarding *A Journey in Love*. Parents and any interested parties were invited to complete questionnaires and feedback forms about the resources. These were collated and shared with parents and governors.

4. Pupil consultation

We investigated what exactly pupils want from their PSHE Education. We undertook an initial questionnaire with the children regarding all aspects of PSHE Education. These were collated and used to help choose the *1Decision* resource.

5. Ratification

Once amendments were made, the PSHE Education curriculum policy was shared with governors and ratified

PSHE Education Curriculum Overview

PSHE Education begins in Class 1 where reception children are taught through continuous provision and also using *1Decision* resources such as the dilemma drops and storybooks. Building on these skills, which are taken from the EYFS Statutory Framework 2021 (see on website), we have planned our curriculum to consolidate and develop this learning as they move through the school (see long term overview on website).

Delivery of PSHE Education

As we have mixed aged classes, PSHE Education is taught on a two-year rolling programme primarily using *1Decision* resources, (see *1Decision* website <https://www.1decision.co.uk/>) to ensure that all children cover all statutory aspects. (See long term plans on website).

All staff, including teaching assistants, are trained to use the *1Decision* resources but we aim, as much as possible, for class teachers to teach PSHE Education.

Delivery of Relationship and Sex Education (RSE)

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE Education) curriculum lessons. Some aspects of the RSE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education. (See appendix 2 and 3).

For discrete RSE lessons, we use *A Journey in Love*. Children are taught in year groups to ensure all lessons are age appropriate. Parents/carers are able to access this policy at any time and are therefore aware of how to withdraw their child from the non-statutory lessons. (See Appendix 4 - Parents' right to withdraw).

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for 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 relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of ‘family life’ and include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

Parents’ right to withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within *A Journey In Love*; the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and arrangements will be made so that alternative work is given to pupils who are withdrawn from these lessons.

Statutory Relationships education

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2025.

Safe learning environment

At the beginning of every new school year, teachers will talk with their pupils to ensure they establish a safe learning environment for PSHE Education lessons. This will include:

- working with pupils to establish ground rules about how they will behave towards each other in discussion, which will then be displayed in class. (See [Guidance on Learning in a Safe Environment](#))
- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- make ‘ask it baskets’ available in which pupils can place anonymous questions or concerns
- staff and children understand that not all questions can be answered immediately and that teachers may have to seek advice from SLT or subject leader
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school’s values, policies and the law
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- always work within the school’s policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE Education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school

Equal Opportunities

All children are included in all aspects of PSHE Education. All staff have access to the Special educational needs and disability code of practice. All staff have access to the school's provision map which highlights those children who may need extra support or may be vulnerable. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum. The school has close links with Clayton and Whittle Family Centre which can provide additional support for children if it is required. All staff are aware to highlight these children to the senior leadership team if this is required.

The school recognises that it may be extremely beneficial for vulnerable children to attend PSHE Education lessons and therefore we aim to arrange any extra tuition that they may need to receive, at another time.

If a disclosure is made during PSHE Education lessons, all staff are fully trained in safeguarding procedures and know to contact the designated safeguarding lead (DSL) as soon as possible.

Resources

We use *1Decision* materials for the basis of all other aspects of the PSHE Education curriculum. Teachers adapt this scheme of work as they see fit to suit their cohort and use other resources, recommended by the PSHE Association, to enhance their teaching. We also use themed weeks and days to add to the overall experiences that children encounter linked to areas of PSHE Education.

List of main resources:

Early Years Foundation Stage

1Decision online resources.

Journey In Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

Speak out. Stay safe. NSPCC <https://learning.nspcc.org.uk/services/speak-out-stay-safe>

The PSHE Association www.pshe-association.org.uk

Purple Mash <https://www.2simple.com/purple-mash/>

Money Heroes - <https://moneyheroes.org.uk/ed-and-bunny>

Key Stage One

1Decision online resources, including all worksheets.

A Journey In Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

Speak out. Stay safe. NSPCC <https://learning.nspcc.org.uk/services/speak-out-stay-safe>

The PSHE Association www.pshe-association.org.uk

Purple Mash <https://www.2simple.com/purple-mash/>

Money Heroes - <https://moneyheroes.org.uk/ed-and-bunny>

Key Stage Two

1Decision online resources, including all worksheets.

A Journey In Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

Speak out. Stay safe. NSPCC <https://learning.nspcc.org.uk/services/speak-out-stay-safe>

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

The PSHE Association www.pshe-association.org.uk

Purple Mash <https://www.2simple.com/purple-mash/>

Money Heroes - <https://moneyheroes.org.uk/ed-and-bunny>

IMPACT

Assessment

At the beginning of each unit, teachers undertake a baseline assessment with the children to establish their prior knowledge. These may be activities from the *1Decision* website or suggested activities from the PSHE association website. These assessments are then re-visited at the end of the topic to see how the children's knowledge has developed. As well as this, in Year 3 and Year 6, the children undertake a self-assessment about the whole topic that they will have covered in the three previous years. These are recorded in their PSHE Education workbooks. We use one book for the whole of key stage 1 and another book for key stage 2, thus enabling teachers to see the previous work undertaken in previous years.

Children in early years are continually assessed against the early learning goals by observations undertaken by the class teacher and teaching assistant.

As well as assessments, we use CPOMs and LSIP data to establish any common areas of need in cohorts and adapt our teaching to suit the needs of the pupils in each class.

Evidence of Pupils' Learning

For foundation stage, the class teacher uses photographic evidence and observations that are regularly added to throughout the year.

From Year 1 upwards, all children have a PSHE Education book and RSE book. These books are passed up to the next year group so that teachers can see prior learning and progress.

For any practical activities, teachers use photographs and videos which are uploaded to a PSHE Education folder on Seesaw.

For any whole school activities that are related to PSHE Education, we evidence this through photographs which are placed in the Catholic Life of the School folder as we feel this embodies our Catholic ethos, or on Seesaw.

Monitoring

PSHE Education is monitored by the subject leader who feeds back to the senior leadership team. Lesson observations or pupil voice take place as well as 'learning walks' with the PSHE Education governor. An annual report is given to the PSHE Education governor and is discussed in a meeting between the PSHE Education subject leader and governor. The governor then gives a full report to the governing body. PSHE Education is monitored in a number of ways including:

- Lesson observations
- Book scrutiny
- Staff questionnaires/discussions
- Pupil interviews/school council interviews

Pupils' development in RSHE is monitored by class teachers as part of our internal informal assessment systems.

Roles and Responsibilities

The Governing Body

- Approve the PSHE Education policy and hold the headteacher to account for its implementation.
- The PSHE Education governor will meet at least once a year with the subject leader and from this she/he will give a full report to the governing body. Communication between the subject leader and PSHE Education governor will also take place through email and visits to undertake learning walks. PSHE Education is timetabled to be discussed with the key governor as part of a whole school monitoring system.

The Headteacher

- Ensure that PSHE Education is taught consistently and effectively across the school.
- Manage requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6* (see right of withdrawal).
- Undertake meetings with the PSHE Education subject leader to provide support and be given information about the progress of the subject.

Subject Leader

- Ensure the curriculum meets the needs of the pupils and covers all statutory requirements, including RSHE.
- Support staff and give them any appropriate documents and training needed to help them teach PSHE Education confidently. (See list of useful links).
- Monitor the subject and give any appropriate feedback to staff.
- Give any relevant information to the senior leadership team.
- Meet with the key governor and arrange to undertake learning walks with the key governor.

- Set appropriate targets for PSHE Education through writing a subject development plan at the beginning of a new school year. This will be regularly updated to show progress in the subject.
- Manage the budget for PSHE Education and ensure appropriate resources are bought to enhance the subject.
- Organise appropriate CPD for staff
- Ensure the policy is relevant and updated regularly

Staff

All staff are responsible for teaching PSHE Education for an hour a week, this may be through other subjects e.g. computing for internet safety. Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching PSHE Education and RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Planning and delivering PSHE Education, for one hour a week, in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to PSHE.
- Use regular assessments to establish progress and any areas for development when planning next steps.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Report any disclosures to the DSL as instructed in the Safeguarding policy (see safeguarding policy on website).

Pupils

- Support the ground rules created for PSHE Education lessons to help create a safe learning environment.

Useful Links

- [Guidance on learning in a safe environment](#)
- [Statutory Framework for the Early Years Foundation Stage](#)
- <https://www.1decision.co.uk/>
- [PSHE Association](#)
- https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

Staff Documents (All found on SharePoint)

- Programme Builders from PSHE Association
- Framework for pupils with SEND
- Assessment guide

- Provision Map
- Long term plans and medium-term plans
- 1Decision Mapping document

This policy will be agreed annually by the governors and reviewed every three years.

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	Y1, Y2, Y3, Y4.
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	Y1, Y2, Y3, Y4, Y5, Y6.
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	Y1, Y5, Y6 Journey in Love resources
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	Y1, Y2, Y4, Y6. Journey in Love resources.
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Y5.
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Y1, Y3. NSPCC workshop – KS2. Talk Pants resources – KS1.

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	Y1, Y2, Y4, Y5.
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y1, Y2, Y3, Y4, Y5, Y6.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y1, Y2, Y3, Y4, Y5.
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	Y1, Y2, Y4.
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	Y1, Y2, Y3, Y4, Y5, Y6.

Respectful relationships

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	Y1, Y2, Y3, Y4, Y5, Y6.
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y1, Y2, Y3, Y4, Y5, Y6.
The conventions of courtesy and manners	Y2, Y3, Y4.
The importance of self-respect and how this links to their own happiness	Y2, Y4, Y5.
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	Y1, Y2, Y3, Y4, Y5, Y6.
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	Y1, Y2, Y3, Y4, Y5, Y6. Anti-bullying week.

What a stereotype is, and how stereotypes can be unfair, negative or destructive	Y6.
The importance of permission-seeking and giving in relationships with friends, peers and adults	Y1, Y2, Y3, Y4, Y6. - Speak Out. Stay Safe. NSPCC (Spring Term) - Talk PANTS for Schools (Spring Term)

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Y1, Y3, Y6.
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	Y1, Y2, Y3, Y4.
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Y3.
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Y3, Y4, Y6.
How information and data is shared and used online	Y1, Y2, Y3.

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Y1, Y2, Y3.
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	Y3, Y5.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Y1, Y3, Y4, Y5.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Y1, Y2, Y3, Y6.
How to recognise and report feelings of being unsafe or feeling bad about any adult	Y1, Y2, Y3, Y5, Y6.
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Y1, Y2, Y3, Y5, Y6.
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Y1, Y2, Y3, Y4, Y5, Y6.
Where to get advice from e.g. family, school and/or other sources	Y1, Y2, Y3, Y4, Y5, Y6.

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	Y4.
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Y1, Y2, Y3, Y4, Y5, Y6.
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	Y1, Y2, Y3, Y4, Y5, Y6.
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Y1, Y2, Y3, Y4, Y5, Y6.

The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Y4.
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Y1, Y2, Y4, Y6.
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Y2, Y3, Y4, Y5.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y1, Y2, Y4, Y5.
Where and how to seek support (including recognising the triggers for seeking support), including whom 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)	Y2, Y3, Y4, Y6. - Speak Out. Stay Safe. NSPCC (Spring Term)
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Y6. - Speak Out. Stay Safe. NSPCC (Spring Term)

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	Y1, Y2, Y3, Y4, Y5, Y6.
About the benefits of rationing 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	Y1, Y2, Y3, Y4, Y5, Y6.
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Y1, Y2, Y3, Y4, Y5, Y6.
Why social media, some computer games and online gaming, for example, are age restricted	Y3, Y6.
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Y1, Y2, Y3, Y4, Y5, Y6.
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y3, Y5, Y6.
Where and how to report concerns and get support with issues online	Y1, Y2, Y3, Y4, Y5, Y6.

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	All year groups in PE.
The importance of building regular exercise 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, vigorous exercise	Y2. All year groups in PE.
The risks associated with an inactive lifestyle (including obesity)	Y2, Y4. All year groups in PE.
How and when to seek support including which adults to speak to in school if they are worried about their health	Y4.

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	Y2, Y4.
The principles of planning and preparing a range of healthy meals	Y2, Y4.
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)	Y2, Y4.

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Y2, Y3, Y5, Y6.
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Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Y5, Y6.
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Y1, Y2, Y3, Y4, Y5, Y6.
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Y4.
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Y2, Y4.
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Y1, Y4.
The facts and science relating to allergies, immunisation and vaccination	Y3.

Basic first aid

How to make a clear and efficient call to emergency services if necessary	All year groups
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	All year groups

Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	KS2 – Journey in Love.
About menstrual wellbeing including the key facts about the menstrual cycle	Y5 – Journey in Love.

Appendix 2

Come and See and Relationship and Sex Education



Introduction

The following is intended as a guide for linking Relationship and Sex Education with Come and See. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

Another way of using this section is when teaching Religious Education which occurs in other aspects of the curriculum e.g. Science, P.E, PSHE etc.

EARLY YEARS		
MYSELF	God knows and loves each one	<ul style="list-style-type: none">• Each one's name is important• I am special and have a special name• I have a family name• Everyone is precious to God
WELCOME	Baptism a welcome to God's family	<ul style="list-style-type: none">• How we are made to feel welcome• How do we show others that they are welcomed?• How is a baby welcomed into a family
BIRTHDAY	Looking forward to Jesus' birthday	<ul style="list-style-type: none">• Why do we celebrate birthdays?• What a birthday is• What people do while they wait for a birthday• Some of the ways birthdays are celebrated
CELEBRATING	People celebrate in church	<ul style="list-style-type: none">• Why is celebrating important?• What is good about celebrating together?• What a celebration is• Different elements of celebration• Different ways of celebrating
GATHERING	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none">• Why do we gather together?• How we gather as a church/parish family• What are the things that are better done together and why• The importance of gathering

GROWING	Looking forward to Easter	<ul style="list-style-type: none"> • The ways in which we grow • That spring is a time when things begin to grow • The ways in which we can grow in love to be more like Jesus
GOOD NEWS	Passing on the Good News of Jesus	<ul style="list-style-type: none"> • How they and others feel when they have good news. • The joy and happiness the good news brings • That everyone has good news to share
FRIENDS	Friends of Jesus	<ul style="list-style-type: none"> • how friends make us feel happy, comfortable and glad • What breaks and mends friendships: • It is good to have friends • How we can change and say sorry and forgive each other
OUR WORLD	God's wonderful world	<ul style="list-style-type: none"> • How wonderful our world is • How we could make God's world even more wonderful • What would happen if we did not look after our world? • What we love about our world. • What fills us with wonder about our world. • Everyone shares God's world. • How we would feel if we did not work together to share God's world.

YEAR 1		
FAMILIES	God's love and care for every family	<ul style="list-style-type: none"> • How families show love and care for each other. • God's love and care for them and their families. • How God shows love and care for individuals, families and all of creation
BELONGING	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> • What it feels like to belong • The experience of belonging to their family and the Church family • How babies are welcomed into the Church family.? • Parents are blessed.
WAITING	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> • How we feel when we are waiting • Why waiting can be difficult at times • Others may help us as we wait • We can help others.
SPECIAL PEOPLE	People in the parish family	<ul style="list-style-type: none"> • Special people help us • What makes a person special

		<ul style="list-style-type: none"> • How we can love and serve each other • There are people who do special jobs at Mass when the parish family gathers • Some of ways in which these people help
MEALS	Mass; Jesus' special meal	<ul style="list-style-type: none"> • What important for a happy meal • What makes a family meal special. • Preparation for a meal. • How we love and serve Jesus • How it is good to say thank you for our meals
CHANGE	Lent a time for change	<ul style="list-style-type: none"> • How the season change. • The ways we change and grow in love and kindness. • How we can change and make a new start in Lent.
HOLIDAYS AND HOLYDAYS	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> • Why are holidays different from ordinary days • What makes holidays happy times • How holidays are times to relax and do something different • We should thank God for holidays and our wonderful world
BEING SORRY	God helps us to choose well	<ul style="list-style-type: none"> • Making choices that help us feel happy. • Making choices that make us feel unhappy. • What helps us to make good choices. • How would it be if everyone followed Jesus' new rule to 'love one another'. • Sometimes hard to say sorry and to forgive. • It is good to say sorry • The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.
NEIGHBOURS	Neighbours share God's world	<ul style="list-style-type: none"> • Who is our neighbour? • What makes a good neighbour • How we can be a good neighbour • What happens if someone is not a good neighbour

YEAR 2

BEGINNINGS	God is present in every beginning	<ul style="list-style-type: none"> • How you feel when you begin anything new • Why some beginnings are easy and some are difficult • How we begin our day • How each day is a new beginning. • God cares for everyone.
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		<ul style="list-style-type: none"> • God being present in all new beginnings
SIGNS & SYMBOLS	Signs and symbols used in Baptism	<ul style="list-style-type: none"> • The meaning and importance of some symbols in life. • The power of symbols to convey meaning • Some of the signs and symbols in daily life
PREPARING	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> • Why is it necessary to prepare? • What would happen if you didn't prepare? • How you feel when you are preparing for special times? • What is the best way to prepare for Jesus' coming?
BOOKS	The books used in Church	<ul style="list-style-type: none"> • The importance of books in our lives. • The need for books • How books can help us
THANKSGIVING	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> • How you feel when you thank others • How you feel when you are thanked • Why we thank God our Father • How the parish family can spread the message of thanksgiving and peace.
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> • How each day offers opportunities for good • What helps a person choose well • The opportunity of Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> • The importance of messages in daily life • The responsibility of passing on messages • The new life of Jesus • How the Holy Spirit helps Christians • Jesus has promised us new life
RULES	Reasons for rules in the Christian family	<ul style="list-style-type: none"> • The importance for ourselves and others of keeping rules. • How rules are necessary in life • How it is sometimes hard to say sorry • How it is sometimes hard to forgive others • The good feeling when people make up • The difference between doing something accidentally and on purpose.

		<ul style="list-style-type: none"> • The importance and helpfulness of examining your conscience every day. • A sorry prayer
TREASURES	God's treasure; the world	<ul style="list-style-type: none"> • What we treasure • What treasures do we share? • We are God's treasure • How we thank God for the treasures of our world • How we should treat the treasures of this earth

Year 3		
HOMES	God's vision for every family	<ul style="list-style-type: none"> • What makes a house a home • What makes home a special place for you • What makes a house a home • Why is family important • The respect of parents and children for one another • What do you like to do at home, on your own and as a family • What do people do for you at home, that makes you feel special • What is sometimes difficult about sharing and being part of a group at home • God's dream for every family • God is always there
PROMISES	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> • What is good about being in a group • Why we have rules • The importance of making promises • How some promises are more difficult to keep than others • The link between the promises made the consequences of actions following the promise. • The role of parents and godparents in bringing up the child in the Faith • What it means to live a child of the Light
VISITORS	The coming of Jesus	<ul style="list-style-type: none"> • How we welcome visitors • How we feel as a visitor • The importance of preparing for visitors. • The joys and demands of visitors
JOURNEYS	Christian family's journey with Jesus	<ul style="list-style-type: none"> • Each year has its special times and seasons • Life is a journey • Who is with you on the journey • What makes it good

		<ul style="list-style-type: none"> • difficulties times in the life's journey • What/who helps • How we help one another on the journey
LISTENING & SHARING	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> • The cost of sharing • The joys of sharing • The importance of listening well and sharing. • The joys and difficulties of listening and sharing • How feelings affect our own and others desire to listen and to share.
GIVING ALL	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> • Why people are brave and give themselves to others • The demands of total giving in terms of time and giving up something you what to do • How people give themselves to others • Those in need and how we might help them. • Lent an opportunity for giving, growing in goodness. • Jesus' total giving
ENERGY	Gifts of the Holy Spirit	<ul style="list-style-type: none"> • The energy of wind and of fire. • The best use of power of wind and fire • The inspiration of the Holy Spirit • The power and energy of the Holy Spirit • The prayer to the Holy Spirit • The gifts of the Holy Spirit • Christians can use the gifts of the Holy Spirit to help others.
CHOICES	The importance of examination of conscience	<ul style="list-style-type: none"> • The meaning of choice and consequence • The importance of making good choices • What helps in making good choices • Consequences of choices • What it means to examine your conscience • How God is always forgiving

SPECIAL PLACES	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> • How places become special? • What makes a place special? • Special places for you and your family? • Why is our heart a special place? • Keeping our world a special place? • Why do Christians want to keep the world a special place?
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YEAR 4

PEOPLE	The family of God in Scripture	<ul style="list-style-type: none"> • The importance of families • Family relationships • Respect for those who gave us life.
CALLED	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> • Our response to being chosen • What it feels like to be chosen • Why it is difficult to make a response in some situations • Giving up something else when you are chosen. • What help do you need to choose • The work of the Holy Spirit in our lives • The work of the Holy Spirit in the lives of Christians • What it is to live in the light of Christ • The commitment of people who respond to the call of God
GIFT	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> • What you value most about the gift of friendship • What you offer others in your friendship • Why the gift of love and friendship is important • The joys and demands of friendship • The commitment required by the gift of love and friendship.
COMMUNITY	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> • The meaning of <i>community</i> • The advantages of being part of a <i>community</i>? • What helps to build up <i>community</i> • The demands of being part of a <i>community</i>? • Why people give time and service in helping others in their community • The causes of a breakdown of a <i>community</i> • How the parish community celebrates together and supports one another
GIVING & RECEIVING	Living in communion	<ul style="list-style-type: none"> • Your experience of giving and receiving. • The importance of giving and receiving?

		<ul style="list-style-type: none"> • The joys and demands of giving and receiving? • Why it is important to live in communion • Ways in which we live and grow in communion. • How the Eucharist challenges and enables living and growing in communion?
SELF DISCIPLINE	Celebrating growth to new life	<ul style="list-style-type: none"> • The experience of giving up something and be very disciplined for a good reason. • How to be self disciplined • How self-discipline helps people to grow and make the best use of their potential • Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.
NEW LIFE	To hear & live the Easter message	<ul style="list-style-type: none"> • What you do when life is difficult • The experience of good news bringing life. and happiness. • How the power of the Holy Spirit helps Christians today
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> • What makes friendships strong • How decisions about friendship are informed by beliefs and values. • How friendships are built • How friendships may be restored when they have been broken • Sin and the importance of examining of your conscience • The greatest commandment, love of God and others • The meaning of contrition and of absolution • Forgiveness of others
GOD'S PEOPLE	Different saints show people what God is like.	<ul style="list-style-type: none"> • What makes a person do extraordinary things? • How ordinary people do extraordinary things. • The qualities you admire in others • How true happiness can be found • How you can do extraordinary things

YEAR 5

OURSELVES	Created in the image and likeness of God	<ul style="list-style-type: none"> • Talents and qualities you admire in others • Your own talents and qualities and how you use them • Identify qualities in anyone else • How talents and qualities are developed. • We are made in the likeness of God
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		<ul style="list-style-type: none"> • What being unique means • God's love for us • How Christians are called to live in peace. • How people are made in God's image and likeness might live
LIFE CHOICES	Marriage, commitment and service	<ul style="list-style-type: none"> • The ingredients of a good friendship • What fidelity means and how it applies to friendship • Responsibilities friends have for one another • Difficulties and joys of friendships • What is important for friendship to thrive • What it feels like to have faithful friend • Jesus' advice about relationship? • The importance of fidelity, loyalty and commitment in maintaining a friendship • The importance of commitment and responsibility in relationships. • What it means to be committed • The work of Christian service • The Sacrament of Marriage • The symbols of the promises and the blessing of rings • All are called to live in love and service
HOPE	Advent; waiting in joyful hope for Jesus; the promised one	<ul style="list-style-type: none"> • Your experience of waiting • How people wait in different ways, for different things. • Why waiting is a mystery • How you can best use the time you spend waiting and what might help you • What you think about when you are waiting for something exciting • How you behave when you are waiting • The difference between <i>hope</i> and <i>expect</i> • Why people wait with hope • The coming of Jesus at the end of time • Advent is a time of waiting hopefully
MISSION	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> • The demands and joys being dedicated in your mission • Discovering your mission? • What inspires people in their mission • The joys and demands of engaging in a mission • The reasons why people want to help others. • How people carry out Jesus' mission today • Jesus' prayer for unity
MEMORIAL SACRIFICE	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> • Why memories are important • How it is possible to keep important memories alive • About sacrifice in daily life

SACRIFICE	Lent a time of giving in order to celebrate the sacrifice of Jesus	<ul style="list-style-type: none"> • How you feel when you give • How you feel when you refuse to give. • The cost of giving. • How people decide whether or not to give • How those decisions are informed by beliefs and values • The costs or rewards of giving can be • That Lent is a season of giving to prepare for the Easter
TRANSFORMATION	Celebration of the Spirit's transforming power	<ul style="list-style-type: none"> • How people can use the energy of their minds for the good of others. • How people can use time and physical energy for the well being of others and why they should. • How energy can transform • How we can use our energy to transform ourselves • How we can use the energy from the earth's resources in a fair and sustainable way. • How the power of the Holy Spirit helps Christians today
FREEDOM & RESPONSIBILITY	Commandments enable Christians to be free & responsible	<ul style="list-style-type: none"> • What freedom parents have a right to • What freedom children have a right to. • What is responsible and irresponsible behaviour. • How rules can bring freedom • How people know the boundaries that their personal freedom gives them. • How freedom and responsibility are linked. • How people's perception of what their freedom allows may conflict with the expectation of others. • How importance of the Ten Commandments for Christians today. • How the Beatitudes show us a positive way of life. • Jesus teaching on the greatest commandments, love of God and others.
STEWARDSHIP	The Church is called to stewardship of Creation	<ul style="list-style-type: none"> • What I really care about • Showing concern for what I care for • The meaning of stewardship • Understanding the wonders of God's creation • People are made in the image and likeness of God • Christians can be good stewards. • The Christian's responsibility to take care of, to be a steward of the earth • The importance of ecology

YEAR 6

LOVING	God who never stops loving	<ul style="list-style-type: none"> • What unconditional love means • How love is shown • How you are loved and cared for • What members of your family do for each other • How you show love to others • How people have inspired and influenced you to show unconditional love to others • What it means to be truly loving • How people show unconditional love to others • The beliefs and values which have inspired and influenced you to be loving? • The scripture text that demonstrate God's unconditional love for everyone even when times are hard. • The challenge these passages present to Christians. • The Beatitudes and their meaning for today. • God's unconditional love and what this means. • By living in God's way, as Jesus showed us, we can grow in love.
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<ul style="list-style-type: none"> • What it means to be committed? • Why people are committed? • The implications of lack of commitment • Whom shows commitment • How commitment affects the level of job satisfaction <p>Responding to the call of Jesus Our mission in living out our baptismal vows</p>
EXPECTATIONS	Jesus born to show God to the world	<ul style="list-style-type: none"> • The expectations you have of yourself • Having high expectations of others • Trusting and believing in one another • What happens if you let people down or others let you down? • Patience is important in expectations • The difference between wishing and expecting. • The meaning of Advent
SOURCES	The Bible, the special book for the Church	<ul style="list-style-type: none"> • The kind of books which are the most helpful • Our lives are enriched by books. • The wonder of books and how they take a person beyond themselves • The presence of God in the words of Scripture • The care and reverence with which the Word of God is treated

UNITY	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> • Why friendships are important • The most important value in friendship • What helps a friendship to flourish • The kinds of behaviour that break a friendship • Those affected when a friendship is broken • Mending broken friendships • Becoming one with Christ and one another in Holy Communion • The unity which Holy Communion brings
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> • The affect of loss in everyday life • The change it brought • What remained the same • What is the best way to cope with loss • How people cope with loss and death • How death brings new life • Lent, a time to remember the suffering and death of Jesus
WITNESSES	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> • When to be a witness • How to be a witness • Why it sometimes needs courage to be a witness • Examples of modern witnesses • The witness of a local charity,
HEALING	Sacrament of the Sick	<p>Showing compassion and care for those who are ill</p> <p>Our attitude towards those people are ill in their minds</p> <p>Helping, caring and understanding those with a learning disability.</p> <ul style="list-style-type: none"> • What gives a person comfort when they are very ill • Why people give time and commitment to caring for others • Why we care for the sick • The Sacrament of Anointing brings comfort to those who are sick • The Christian responsibility for caring for these in need
COMMON GOOD	Work of Christians for the good of all	<p>How we build a fair and just world</p> <p>The difference between fairness and justice, unfairness and injustice</p> <p>Helping to promote the dignity and common good of one another</p> <p>Beatitudes; a guide from Jesus about how to live life.</p> <ul style="list-style-type: none"> • The ways we can act justly, love tenderly and walk humbly with God • How Christians can work for the common good • Something about Catholic Social Teaching

Appendix 3

Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle



Appendix 4

St. Chad's Catholic Primary School
R.S.H.E. RIGHT TO WITHDRAW LETTER



Based on the updated Department for Education (DfE) guidance coming into force on **1 September 2026**, as parents, you maintain the legal right to request that your child be withdrawn from some or all of the sex education delivered as part of the statutory Relationships, Sex, and Health Education (RSHE) curriculum.

You cannot, however, withdraw your child from Relationships Education (e.g., about families, friendships, safety) or Health Education (e.g., puberty, hygiene).

If you wish to withdraw your child from these lessons, please complete this letter and return to Mr. Riley. He will then contact you to discuss this further.

_____ (Your Name)

_____ (Your Address)

_____ (Email Address)

_____ (Date)

RE: Withdrawal from Non-Statutory Sex Education Lessons - [Child's Name]

Dear Mr. Riley,

I am writing to formally request that my child _____ (Child's Name)
_____ (Class/Year Group), be withdrawn from the following non-statutory Sex Education lessons within the RSHE curriculum for the 2025/2026 academic year.

I understand that my child cannot be withdrawn from lessons mandated by the National Curriculum Science framework or the statutory Relationships/Health Education, but I wish to withdraw them from lessons covering:

- _____ (Specific topic 1, e.g. Conception/Intercourse)
- _____ (Specific topic 2)

I understand that under the 2026 guidance, the school will provide alternative, meaningful work for my child during these sessions.

I have reviewed the school's RSHE policy and curriculum materials provided. I request a meeting with the teacher or senior leadership team to discuss this withdrawal and the alternative arrangements.

Sincerely,

_____ (Parent/Carer Signature)

_____ (Parent/Carer Printed)