




Relationships and Sex Education, and Health Education
Policy

Date: September 2025

Review date: September 2026

Signed:  (Chair of Governors)

Val Male

Signed:  (Headteacher)

Claire Gibbs

1. Aims

The aims of relationships and sex education (RSHE) 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Cater for individual difference and celebrate individuality

2. Statutory requirements

Margaret Wix School follow the DfE statutory guidance for relationships and sex education (RSE) and health education ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)).

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). In 2018 the government passed an amendment to the Children and Social Work Bill to make RSHE and Health Education statutory from September 2020.

Although we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Margaret Wix Primary School we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a 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 and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum, which followed the Jigsaw 3-11 scheme. Biological aspects of RSHE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by the class teachers and where needed supported by another member of staff.

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

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

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

There may be times when children ask tricky questions linked to their learning in this area. Children will have the opportunity to ask questions both in a group setting and anonymously via a worry box system. Children who find writing a challenge can ask an adult to scribe any question they may have. School staff will refer to the Brook Traffic Light Tool when making a decision on how to respond to the questions posed. Questions related to amber and red behaviours will be referred to parents/carers. A link to a copy of the toolkit can be found in Appendix 4.

6.1 Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: [Jigsaw 3-11](#) and [Statutory Relationships and Health Education \(Jigsaw 3-11 and RSHE Overview Map\)](#)

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

6.2 Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education ([Jigsaw 3-11 and RSHE Overview Map](#)).

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through our school learning powers and values.

Also, teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

6.3 Sex Education

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Margaret Wix School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as the understanding of human reproduction. We intend to teach this through PSHE lessons during the Changing Me Puzzle (unit).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

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

The RSHE curriculum is taught by the class teachers. The PSHE lead (Pippa Rowson) oversees its implementation. The PSHE lead holds an annual parent presentation before the teaching of the Relationships and Changing Me Units, to share teaching resources and answer any questions or concerns.

7.4 Pupils

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

7.5 Parents

Parents are encouraged to engage with the school about the content taught during RSHE lessons in school. Teachers remind parents when RSHE lessons will be taking place, in order to prepare the parents for any further questions the children might go home and ask.

Parents are invited into an annual presentation held by the PSHE lead (Pippa Rowson) to discuss the content of RSHE lesson and answer any questions they may have.

Parent have access to an online Jigsaw Portal where they can access certain planning documents and resources used by the class teacher. Parents must request a log in code from the class teacher to gain access.

8. Parents' right to request their child be excused from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17.

At Margaret Wix School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by sending a letter reminder in the beginning of the Summer Term before the teaching of the Changing Me unit begins. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Parents will also be invited to a meeting led by the PSHE subject lead to discuss coverage and reiterate the right to withdraw their child.

Parents do not have the right to withdraw their children from relationships education.

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

9. Training

Staff are trained on the delivery of RSHE as part of their on-going professional development.

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

10. Monitoring arrangements

The delivery of RSHE is monitored by Pippa Rowson (PSHE lead) through learning walks.

Pupils' development in RSHE is monitored by class teachers using a range of assessment for learning strategies.

This policy will be reviewed by the governing body every year unless statutory guidance is changed or updated. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

YEAR GROUP	LEARNING INTENTION	RESOURCES
<p>Nursery/Reception (Firetips)</p> <p>(Black statements are Nursery specific and green statements are Reception specific.)</p>	<p>Relationships</p> <ul style="list-style-type: none"> - I can tell you about my family. <i>I can identify some of the jobs I do in my family and how I feel like I belong.</i> - I understand how to make friends if I feel lonely. <i>I know how to make friends so I can help myself from feeling lonely.</i> - I can tell you some of the things I like about my friends. <i>I can think of ways to solve problems and stay friends with others.</i> - I know what to do and say if someone is unkind (mean) to me. <i>I am starting to understand the impact of unkind words.</i> - I can use Calm Me time to manage my feelings. <i>I can use Calm Me time to manage my feelings.</i> - I can work together and enjoy being with my friends. <i>I know how to be a good friend.</i> <p>Changing Me</p> <ul style="list-style-type: none"> - I can name parts of my body and show respect for myself. <i>I can name parts of the body.</i> - I can tell you some things I do and some foods I eat to keep healthy. - I understand that we all start as babies then grow into children and then adults. <i>I understand we all grow from babies to adults.</i> - I know that I grow and change. - I can talk about how I feel about moving from Nursery to school. <i>I can express how I feel about moving to Year 1. I can talk about my worries and how I am feeling about moving to Year 1.</i> - I can remember some fun things about Nursery this year. <i>I can share my memories of the best bits about being in Reception.</i> 	<p>Jigsaw Scheme of Work</p>

YEAR GROUP	LEARNING INTENTION	RESOURCES
Year 1 (Hummingbirds)	<p>Relationships</p> <ul style="list-style-type: none"> - I can identify the members of my family and understand that there are lots of different types of families. - I know how it feels to belong to a family and care about the people who are important to me. - I can identify what being a good friend means to me. - I know how to make new friends. - I know appropriate ways of physical contact to greet my friends and know which ways I prefer. - I can recognise which forms of physical contact are acceptable and unacceptable to me. - I know who can help me in my school community. - I know when I need help and know how to ask for it. - I can recognise my qualities as a person and a friend. - I know ways to praise myself. - I can tell you why I appreciate someone who is special to me. - I can express my feelings about individuals. <p>Changing Me</p> <ul style="list-style-type: none"> - I am starting to understand the life cycles of animals and humans. - I understand that changes happen as we grow and that is OK. - I can tell you some things about me that have changed and some things about me that have stayed the same. - I know that changes are OK and that sometimes they will happen whether I want them to or not. I can tell you how my body has changed since I was a baby. - I understand that growing up is natural and that everybody grows at different rates. - I can identify parts of the body that make boys different to girls and can use the correct names for these: Penis, testicles, vagina, vulva, anus. - I respect my body and understand which parts are private. - I understand that every time I learn something new I change a little bit. - I enjoy learning new things. - I can tell you about changes that have happened in my life. - I know some ways to cope with changes. 	Jigsaw Scheme of Work

Year 2
(Emperors)

Relationships

- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- I accept that everyone's family is different and understand that most people value their family.
- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- I know which types of physical contact I like and don't like and can talk about this.
- I can identify some of the things that cause conflict with my friends
- I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
- I recognise and appreciate people who can help me in my family, my school and my community.
- I understand how it feels to trust someone.
- I can express my appreciation for the people in my special relationships.
- I am comfortable accepting appreciation from others.

Changing Me

- I can recognise cycles of life in nature
- I understand there are some changes that are outside my control and can recognise how I feel about this.
- I can tell you about the natural process of growing from young to old and understand that this is not in my control.
- I can identify people I respect who are older than me.
- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
- I feel proud about becoming more independent.
- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.
- I can tell you what I like/don't like about being a boy/girl.
- I understand there are different types of touch and can tell you which ones I like and don't like.
- I am confident to say what I like and don't like and can ask for help.
- I can identify what I am looking forward to when I move to my next class.
- I can start to think about changes I will make when I am in Year 3 and know how to go about this.

Year 3
(Cardinals)

Relationships

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
- I can describe how taking some responsibility in my family makes me feel.
- I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.
- I know how to negotiate in conflict situations to try to find a win-win solution.
- I know and can use some strategies for keeping myself safe online.
- I know who to ask for help if I am worried or concerned about anything online.
- I can explain how some of the actions and work of people around the world help and influence my life.
- I can show an awareness of how this could affect my choices.
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
- I can empathise with children whose lives are different to mine and appreciate what I may learn from them.
- I know how to express my appreciation to my friends and family.
- I enjoy being part of a family and friendship groups.

Changing Me

- I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
- I can express how I feel when I see babies or baby animals.
- I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow.
- I can express how I might feel if I had a new baby in my family.
- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.
- I can identify how boys' and girls' bodies change on the outside during this growing up process.
- I recognise how I feel about these changes happening to me and know how to cope with those feelings.
- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
- I recognise how I feel about these changes happening to me and know how to cope with these feelings.
- I can start to recognise stereotypical ideas I might have about parenting and family roles.
- I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
- I can identify what I am looking forward to when I move to my next class.
- I can start to think about changes I will make next year and know how to go about this.

Year 4
(Apollos)

Relationships

- I can recognise situations which can cause jealousy in relationships.
- I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.
- I can identify someone I love and can express why they are special to me.
- I know how most people feel when they lose someone or something they love.
- I can tell you about someone I know that I no longer see.
- I understand that we can remember people even if we no longer see them.
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
- I know how to stand up for myself and how to negotiate and compromise.
- I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.
- I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.
- I know how to show love and appreciation to the people and animals who are special to me.
- I can love and be loved.

Changing Me

- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
- I appreciate that I am a truly unique human being.
- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
- I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.
- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
- I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
- I know how the circle of change works and can apply it to changes I want to make in my life.
- I am confident enough to try to make changes when I think they will benefit me.
- I can identify changes that have been and may continue to be outside of my control that I learnt to accept.
- I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
- I can identify what I am looking forward to when I move to a new class.
- I can reflect on the changes I would like to make next year and can describe how to go about this.

Jigsaw Scheme of Work

Year 5
(Admirals)

Relationships

- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- I know how to keep building my own self-esteem.
- I understand that belonging to an online community can have positive and negative consequences.
- I can recognise when an online community feels unsafe or uncomfortable.
- I understand there are rights and responsibilities in an online community or social network.
- I can recognise when an online community is helpful or unhelpful to me.
- I know there are rights and responsibilities when playing a game online.
- I can recognise when an online game is becoming unhelpful or unsafe.
- I can recognise when I am spending too much time using devices (screen time).
- I can identify things I can do to reduce screen time, so my health isn't affected.
- I can explain how to stay safe when using technology to communicate with my friends.
- I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.

Changing Me

- I am aware of my own self-image and how my body fits into that.
- I know how to develop my own self esteem.
- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
- I understand that puberty is a natural process that happens to everybody and that it will OK for me.
- I can describe how boys' and girls' bodies change during puberty.
- I can express how I feel about the changes that will happen to me during puberty.
- I understand that sexual intercourse can lead to conception and that is how babies are usually made.
- I also understand that sometimes people need IVF to help them have a baby.
- I appreciate how amazing it is that human bodies can reproduce in these ways.
- I can identify what I am looking forward to about becoming a teenage and understand this brings growing responsibilities (age of consent).
- I am confident that I can cope with the changes that growing up will bring.
- I can identify what I am looking forward to when I move to me next class.
- I can start to think about changes I will make next year and know how to go about this.

Jigsaw Scheme of Work

<p>Year 6 (Monarchs)</p>	<p>Relationships</p> <ul style="list-style-type: none"> - I know it is important to take care of my mental health. - I understand that people can get problems with their mental health and that it is nothing to be ashamed of. - I know how to take care of my mental health. - I can help myself and others when worried about a mental health problem. - I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. - I can recognise when I am feeling those emotions and have strategies to manage them. - I can recognise when people are trying to gain power or control. - I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. - I can judge whether something online is safe and helpful for me. - I can resist pressure to do something online that might hurt myself or others. - I can use technology positively and safely to communicate with my friends and family. - I can take responsibility for my own safety and well-being. <p>Changing Me</p> <ul style="list-style-type: none"> - I am aware of my own self-image and how my body image fits into that. - I know how to develop my own self esteem. - I can explain how girls' and boys' bodies can change during puberty and understand the importance of looking after yourself physically and emotionally. - I can express how I feel about the changes that will happen to me during puberty. - I can describe how a baby develops from conception through to nine months of pregnancy, and how it is born. - I can recognise how I feel when I reflect on the development and birth of a baby. - I understand that being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. - I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to. - I am aware of the importance of a positive self-esteem and what I can do to develop it. - I can express how I feel about my self-image and know how to challenge negative "body talk". - I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class. - I know how to prepare myself emotionally for the changes next year. 	<p>Jigsaw Scheme of Work</p>
------------------------------	---	------------------------------

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4:

Brook Traffic Light Tool

https://proceduresonline.com/trixcms2/media/14391/brook_traffic_light_tool.pdf