Bright Futures Federation

Relationships, Health & Sex Education Policy

Approved by Governing Body:	9th July 2026
Review Due:	June 2027

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Relationships, Health & Sex Education Policy

1. Introduction

The Bright Futures Federation is a Sussex-based learning community rooted in Christian values, where pupils, their welfare and outcomes are at the heart of everything we do. We believe that collaboration and partnership between small, ambitious schools leads to greater opportunities for everyone: pupils, staff, parents and communities regardless of background or belief. By working together, we can build a stronger future for our small schools and their unique position in local life and the wider world.

For the purposes of this policy, "the Federation" refers to the Bright Futures Federation and its constituent schools (St Giles CE Primary School, St Peter's CE Primary School, and any future schools within the Federation). References to "the school" should be interpreted accordingly unless a school-specific responsibility is explicitly stated.

This policy is a statement of aims, principles and approaches taken to ensuring effective Relationships, Health and Sex Education (RHSE) teaching about: my healthy self; connecting with others; the online world; citizenship; staying safe; growing up; health protection; first aid and sex education.

It has been developed in line with guidance from the DfE and local authority (LA) and in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

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

The RHSE Policy should be considered alongside our other school policies, risk assessment, and procedures, but specifically: Accessibility; Anti-Bullying; Behaviour; Child Protection; Digital Safety; Religious Education; SEND; and Teaching and Learning.

2. Aims & Objectives

The aims of RHSE at our school are to:

- Support the development of pupils' knowledge, skills and understanding in line with our Christian ethos
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Through these aims, RHSE supports our St Peter's vision of **Achieve-Believe-Create**, by helping pupils to: **Achieve** and do the very best they can; **Believe** in our Christian Ethos and themselves as unique individuals; and **Create** a happy, healthy and successful future equipping them with the knowledge, skills, values and attitudes to become global, national and local citizens, well-prepared to face the challenges of life.

3. Statutory Requirement

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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

In teaching RHSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. This includes the changes set out in the relationship, education, relationship and sex education (RSE) and health education statutory guidance from September 2026.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At our school, we teach RHSE as set out in this policy.

4. Definition

For the purpose of this policy:

- RHSE is learning about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RHSE involves a combination of sharing information, and exploring issues and values.
- RHSE is not about the promotion of sexual activity.

5. Curriculum

RHSE is delivered through a planned programme of learning and is complemented by wider curriculum opportunities, particularly in science, religious education, digital safety and safeguarding. Together, these experiences help pupils develop the knowledge, skills, values and understanding needed to build positive relationships, stay safe and flourish in modern society.

Our RHSE curriculum is set out in Appendices 1, 2 and 3. Whilst the curriculum is carefully planned and sequenced, we may adapt content where necessary to respond to the needs, experiences and context of our pupils.

The curriculum has been developed in consultation with parents and carers, pupils and staff, taking into account the age, developmental stage, needs and backgrounds of our pupils. If pupils ask questions beyond the scope of the planned curriculum, staff will respond in an age-appropriate manner to ensure pupils receive accurate information and are supported safely.

We are committed to working in partnership with parents and carers and will make RHSE curriculum materials available on request.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

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

In line with our teaching and learning policy, we will teach RHSE in a manner that:

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

We will also:

- Make sure that pupils learn in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation or adaptation needed

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

5.1 Delivery of Relationships Education

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

- Connecting with others
- The online world
- Staying safe
- Citizenship

Please see appendix 2 taken from the DfE Guidance which details what pupils should know by the end of primary school as part of Relationship Education.

5.2 Delivery of Health Education

Health education focuses on teaching pupils about physical health and mental wellbeing in order to give them the information that they need to make good decisions about their own health and wellbeing. It is enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, how to seek support as early as possible from appropriate sources. Health education covers areas such as:

- My healthy self
- Growing up
- Health protection
- First aid

Growing up includes teaching children about the physical changes that happen to female bodies when they go through puberty including periods (menstrual cycle). As part of this teaching there will be a female member of staff sharing information regarding different sanitary products with girls **only** whilst being available to answer questions specifically relating to periods.

Please see appendix 3 taken from the DfE Guidance which details what pupils should know by the end of primary school as part of Health Education.

5.3 Delivery of Sex Education (Optional - Year 6 Only)

Primary Sex Education will focus on:

1. Knowing that to reproduce, a sperm and egg join together to make a baby, usually through sexual intercourse (sex).
2. Knowing that the legal age for sexual intercourse is 16 years old, although many people wait until they are older.
3. Knowing that pregnancy begins when a fertilised egg grows in the uterus.
4. Knowing that a baby develops in the uterus for approximately nine months.
5. Knowing that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.
6. Knowing that there are different ways people can become parents, including through IVF and adoption.
7. Knowing that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.

In Year 6 we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

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

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

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

In addition, there will be two short sessions where boys and girls are separated to facilitate conversation with either a male or female member of staff to answer age-appropriate questions.

If any pupil asks a question outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and don't turn to inappropriate sources of information to seek answers. Parents may also be informed so that this can be followed up if they so wish. Parents are invited to discuss any concerns they have with their child's class teacher. They are also invited to watch the resources used in Year 6 if they so wish.

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

5.4 Resources

At our school, RHSE is taught using Kapow Primary RSE & PSHE curriculum. Staff have reviewed the materials to ensure the resources we plan to use:

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

Parents/carers can use the following link to find out more about the Kapow Primary RSE & PSHE Curriculum alongside examples of the resources that the school plans to use: RSE & PSHE: Parent information.

6. Roles & Responsibilities

6.1 The Governing Body

The Governing Body will approve the RHSE policy, and hold school leaders to account for its implementation.

6.2 School Leaders

The Executive Headteacher retains overall accountability for RHSE, whilst operational responsibility is delegated to the Head of School. This includes ensuring consistent teaching across the school, sharing RHSE resources and materials with parents and carers, and managing requests to withdraw pupils from non-statutory/non-science components of RHSE (see section 7).

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships, Health and Sex Education (RHSE). In line with statutory guidance, we will:

- Provide access to RSHE curriculum materials
    - Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.
- Offer multiple ways to view resources
    - Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.
    - Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.
- Engage parents proactively
    - We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.
    - Parents are informed of any significant changes to R(S)HE content and invited to share feedback.
- Safeguarding and copyright considerations
    - While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.All sharing of materials complies with safeguarding and data protection policies.

6.3 Staff

Staff are responsible for:

- Delivering RHSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RHSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL)

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Executive Headteacher or Head of School.

6.4 Pupils

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

7. Parents' Right to Withdraw

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

Year 6 parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head of School.

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

8. Monitoring & Review

The delivery of RHSE is monitored by the Senior Leadership Team through learning walks and pupil conferencing. Any necessary staff training is identified as part of induction or through whole school appraisal systems and our continuing professional development programme. Visitors from outside the school, such as school nurses or first aid specialists, are also invited in to provide support and training to staff teaching RHSE.

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

This policy will be reviewed by the Heads of School annually in consultation with the Executive Headteacher. Following every review, the policy will be approved by the Governing Body.

Appendix 1: RHSE Curriculum - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	How can I help myself and others feel happy and safe?	How do we spend time online?	How can I protect myself and others in daily life?	How can I stay safe?	How can I build safe, kind and caring relationships with others?	How are things shared online?
Year 3/4	What helps us feel safe and included?	How should we treat each other online?	What careers do people choose and why?	What signs help me recognise what is safe or unsafe?	How can we respect each other?	How can we decide what to trust online?
Year 5/6	Why are healthy relationships important?	How am I influenced by what I see online?	How can we be in control of our money?	What does it mean to stand up for myself and others?	How do I feel about being online?	How can I stay safe as I grow up?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Building relationships: Special relationships	Building relationships: Special relationships	Managing self: Taking on challenges	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	How can we look after our feelings?	How can I help others and the environment?	How do people belong to a community and earn money?	How can we look after our bodies?	How can we look after and respect our bodies as we grow?	How can I make safe choices in different places?
Year 3/4	How can I take care of my mind and body?	What rights and responsibilities do we have?	How can we prevent illness and injury and respond if they happen?	How can I make healthy choices?	How can I spend my money wisely?	How will my body and emotions change as I grow up?
Year 5/6	How can I support my mind and body as I grow?	How can we make a difference in our communities and beyond?	How can I manage the changes to my body and emotions as I grow up?	How do my choices today shape my future wellbeing?	How can we protect everyone's rights?	How do people become parents and carers?

Appendix 2: Relationships Education

The themes from Kapow that cover relationship education include:

- Connecting with Others
- The Online World
- Staying Safe
- Citizenship

The DfE statutory guidance, as set out below, is covered under the themes above. By the end of primary school, pupils should know:

Families and People Who Care for Me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, Kind Relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 3: Health Education

The themes from Kapow that cover relationship education include:

- My Healthy Self
- Growing Up
- Health Protection
- First Aid
- Citizenship

The DfE statutory guidance, as set out below, is covered under the themes above. By the end of primary school, pupils should know:

General Wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing Online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical Health and Fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol, Tobacco and Vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection and Prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, inc. skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 4: Parent/carer form requesting their child's withdrawal from Sex Education within RHSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of Child:		Class	
Name of parent/carer:		Date	
Reason for withdrawing from sex education within Relationships, Health and Sex Education (RHSE):			
Any other information you would like the school to consider:			
Parent/carer signature:			

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