

the only changes are from page 18, this is directly from the new RSE guidance [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

GLEDDHOW PRIMARY RELATIONSHIPS AND SEX EDUCATION POLICY

2025

Date of policy: July 2026

Review date: July 2027

Gledhow Primary School takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

1. Context – why RSE is important

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. High quality Relationships Education and RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2019\)](#).
- The [DfE 2019 statutory guidance](#) states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach Relationships Education.
- Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. [Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'](#)
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet [as section 2 of the National Curriculum framework \(DfE, 2013\) states](#)
- The Department of Health set out its ambition for all children to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, [The Importance of Teaching \(2010\)](#) highlighted that 'Children need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46).
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

2. Development process

This policy was adapted by Gledhow Primary School.

From September 2020, the law requires primary schools to consult on their Relationships Education policy.

Parents/carers were invited to complete a questionnaire and had the opportunity to attend a parent forum, teaching and non-teaching staff were consulted through a staff meeting, and pupils were consulted through an evaluation sheet/pupil voice interviews. Governors were consulted through staff/governor working body and Full Governing Body meetings. This policy has been approved and adopted by the head teacher and governing

body. The member of staff responsible for overseeing and reviewing this policy is: Katy Thomas (PSHE lead). It will be reviewed in full every two years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- the content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. through the use of pupil perception data such as the My Health My School Survey
- children are receiving a curriculum for Relationships Education to which they are entitled, in line with DfE national statutory guidance and local guidance
- children are receiving a curriculum for Sex Education to which they are entitled, in line with national and local guidance
- there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- policy and practice is revised regularly and involves staff, governors, parents/carers and pupils
- opportunities are provided for parents/carers and members of our school community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website

3. Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.

4. Relationship to other policies

This policy supports/complements the following policies:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance
- Positive Behaviour
- Safeguarding and Child Protection
- Confidentiality
- Equality
- Computing and online safety
- Healthcare: incorporating medicines in school and supporting pupils with medical conditions
- Health & Safety
- Race Related Incidents (HRIS reporting)
- Special Educational Needs and disability
- Teaching and Learning

Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education – statutory safeguarding guidance (2019)
- United Nations Convention on the Rights of the Child

5. Definition

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Sex and relationships education (SRE) for the 21st century (2014)

6. The principles of high quality RSE in our school

Relationships and Sex Education:

- is a partnership between home and school
- ensures pupils' views are actively sought to inform lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experiences
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society which may differ to their own
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

7. Overall school aims for RSE

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships

[Sex and Relationships Education Guidance DfE](#)

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be aware and understanding of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

The aim of RSE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation or gender identity
- sexualise children

8. The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in prejudice, bullying, violence, gender-based homophobic, biphobic and transphobic behaviours (HBT), and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage pregnancy, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

9. Key rights and responsibilities for Relationships and Sex Education

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- All visitors

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (*Appendix 3*)

Specific responsibilities	Who /role
Co-ordinating the RSE provision, ensuring a spiral curriculum	PSHE lead
Accessing and co-ordinating training and support for staff	PSHE lead
Establishing and maintaining links with external agencies/other health professionals	PSHE lead
Policy development and review, including consultation and dissemination	RSE working body

Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE lead
Link governor for RSE	Hilary Iles
Managing child protection/safe guarding issues	Designated safeguarding team
Establishing and maintaining links with parents/carers	Headteacher/ PSHE lead
Liaising with link schools to ensure a smooth transition	PSHE lead
Liaising with the media	Headteacher

10. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class through parent information workshops. However, we might need to use the terms at other times, such as safeguarding assemblies and when dealing with incidents of misuse or disrespectful language.

Pupils who are new to English/SEND will be supported in accessing and understanding the language used in RSE lessons, through pre-teach sessions and visuals.

Agreed list of vocabulary used in school:

	Will be used The words and phrases below will be used by adults and children in the teaching and learning process.	Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	May arise We do not plan to teach but it but language may arise e.g. to re-visit some learning, to clarify or re-teach some aspects. They may also be used in safeguarding assemblies.
Reception			vagina, vulva, penis, privates
Year 1			vagina, vulva, penis, privates,
Year 2	vagina, vulva, family, birth, penis, privates, sex parts, stretchy tube, breastfeed, breasts	,	pregnancy, love, reproduction, lesbian, gay,
Year 3	Hygiene, hormones		vagina, vulva , penis, privates, LGBT,lesbian, gay
Year 4	puberty, vagina, vulva, birth, ovary, wet dream, wet, sticky, menstruation, period, make love, ejaculation, erection, hard, soft, sperm, semen, testicles, womb, uterus, relationship, clitoris, ovum, fallopian tube, sperm, genitals, pubic hair, breasts, menstrual discharge hormones, sex cells, sanitary,		vagina, vulva, penis, privates, LGBT,lesbian, gay

Year 5	puberty, vagina, vulva, birth, ovary, wet dream, wet, sticky, menstruation, period, make love, ejaculation, erection, hard, soft, sperm, semen, testicles, womb, uterus, relationship, clitoris, ovum, fallopian tube, sperm, genitals, pubic hair, breasts, menstrual discharge hormones, sex cells, sanitary, heterosexual, gay, transgender, lesbian, bisexual, homophobia, sexism, homophobic, transphobic, transphobia, biphobia, LGBT	pleasure, marriage, testosterone, caring, support,	sexual intercourse, pregnancy, circumcised, hymen, foreskin, masturbate, orgasm,
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Year 6	sex, period, vagina, penis, pubic hair, nipples, breasts, testicles, urethra, fallopian tube, bladder, puberty, wet dreams, masturbation, reproductive organs, pregnancy, conception, sexual intercourse, consent, sexual maturity, fertilisation, egg, marriage, relationship, making love, support, caring, conception, ovary, ovum, uterus, vulva, labia, clitoris, cervix, oestrogen, scrotum, testosterone, foreskin, foetus, zygote, anus, umbilical cord, erection, stiff, slippery, sperm, ejaculate, orgasm, foetus, umbilical cord, embryo, premature	amniotic fluid, placenta,	infection, disease, epididymis, prostate gland, contractions, amniotic sac, gay, lesbian, bisexual, transgender, homophobia, homophobic, transphobic, biphobia, LGBT
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***Some words may be used as and when they are appropriate, regardless of age.**

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word ‘gay’ to mean something is rubbish, is wrong and will not be tolerated. To tackle this, staff might say: ‘you’ve used the word ‘gay’, but not in the right way.’

As a result, pupils will hear references to, for example, ‘gay,’ ‘straight’ and different kinds of relationships as part of teaching and in assemblies, for example when we talk about rights, respect or relationships.

11. Answering questions

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. They may ask teachers and other adults questions that are too old for their age or go beyond the Relationships Education curriculum.

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box (ask-it-basket) where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with the school policy and procedures within 24 hours.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. Phrases we will use are: *‘I can only answer questions on the content of this lesson’* or *‘That is something that may be covered later on’* or *‘I can’t answer that question, but you could ask your parents/carers’*

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in the ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and either answer it individually or tell them to speak to their parent/carer
- staff will not provide more information than is appropriate to the age/developmental level of the pupils
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures will be followed

12. Key responsibilities for RSE

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE/RSE lead on any areas that they feel are not covered or inadequately provided for in the school’s RSE provision, including resources
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school’s reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- ask for support in this from the school SEND coordinator or the PSHE/RSE lead, should they need it

ii) Lead member of staff

The lead member of staff will receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member of staff will:

- develop the school policy and review it in full every two years
- ensure members of the governing body will be offered appropriate RSE training
- ensure that all staff are given regular and ongoing training on issues relating to RSE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding RSE to which all pupils are entitled, is provided in a comprehensive way
- support parent/carers involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- share the school's provision for RSE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with RSE at home

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. The named link governor for RSE is Hilary Iles who works closely with, and in support of, the lead member of staff. When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

As well as fulfilling their legal obligations, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

iv) Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- will be asked for feedback on the school's RSE provision following sessions and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils

v) Parents/carers

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from the non-statutory sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE
- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so

The right to withdraw

Parents/carers cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum.

Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the headteacher. Before granting any such request, the head teacher will discuss this with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

The head teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child/family should not be stigmatised for their decision.

The school will provide an information leaflet to parents/carers with further information on understanding Relationships Education. Support materials for home use will be offered. The school's arrangements for pupils withdrawn from RSE are that they will go to an alternative classroom to complete set work.

13. Staff Support & CPD

It is important that all staff feel comfortable to deliver RSE lessons. The school will provide regular development training on how to deliver RSE to staff, including non-teaching staff. CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by the RSE leader/headteacher.
- staff will be offered generic RSE training which includes sessions on confidentiality, creating ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and the school policy
- staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support staff CPD needs through training and workshops.

14. RSE Provision

Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers **do not** have the right to withdraw their child/children from this.

National Curriculum Science:

Key Stage 1: • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Key Stage 2: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
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• notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of hygiene	• describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age
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Statutory aspects of Relationships Education:

Families and people who care for me	- That families are important for children growing up safe and happy because they can provide love, security and stability. - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - That 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. - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. - That marriage and civil partnerships represent a formal and legally recognised commitment of 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	- How important friendships are in making us feel happy and secure, and how people choose and make friends. - 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. - 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. - 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. - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. - How to manage conflict, and that resorting to violence is never right. - How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful relationships	- 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. - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

	- 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. - 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. - 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. - Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. - The conventions of courtesy and manners. - The importance of self-respect and how this links to their own happiness. 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. - 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. - What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
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Online relationships	- 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. - 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. - 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. - The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. - Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. - That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
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Being safe	- 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. - 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. - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. - How to report 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. - 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.
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Statutory aspects of Health Education (which apply to RSE)

General wellbeing	- 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. - 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). - That it is common to experience mental health problems, and early support can help.
Wellbeing online	- 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. - How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online - That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. - That they have rights in relation to sharing personal data, privacy and consent.
Health and prevention	- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
Developing bodies	- 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.

	- 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. - 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.
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Non-statutory RSE programme

Parents **do** have the right to withdraw their child/ren from the following learning outcomes:

Year 6	• pupils learn about human reproduction in the context of the human lifecycle • Pupils learn how a baby is made and grows (conception and pregnancy) • Pupils learn what values are important to them in relationships and to appreciate the
	importance of friendships in intimate relationships

Additional unit

After consultation with staff, parents and governors we will delivering Female Genital Mutilation (FGM) lessons to our year 6 pupils. FGM is not statutory in primary schools but is a very important area which pupils should have an understanding of before they start secondary school to keep themselves and others out of harm. Prior to the one lesson on FGM, pupils will learn about what problems are and how to deal with certain problems, the advantages and disadvantages of keeping dangerous secrets, places they can go to for help and support, what their rights are and know how laws protect them. This prior knowledge will allow for a smooth build up to the FGM lesson. As a parent you do have the right to withdraw your child from this unit. You will have the opportunity to look at the lesson plans before lessons commence and further information will be included in the consent letter.

The needs of pupils

We recognise that an interactive approach to RSE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the planning, development and evaluation of their RSE in ways appropriate to their age, stage and development.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- pre and post assessment activities for RSE
- whole class discussion which ensures all pupils have a voice in the process before the start of RSE teaching
- Whole class feedback at the end of each session

Parents of pupils who are withdrawn will be provided with leaflets and advice to help support at home.

Topics to be covered

RSE needs to start early so that children learn about different kinds of relationships, like families and friendships, so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Delivery of RSE

Pupils receive their entitlement for RSE through a spiral curriculum, in timetabled slots, which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time
- use of visitors/external agencies
- small group work
- cross curricular links e.g. science
- assemblies
- enrichment days / weeks

Working with visitors and other external agencies

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils.

When using visitors, a teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

It is also important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Before involving visitors in any aspect of RSE, teachers will ensure that:

- the visitor understands the school's appropriate policies, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 1a and 1b) will be used with the visitor to ensure success

Monitoring and evaluating visitors' and external agencies' contributions

All visitors and external agencies contributions will be monitored and evaluated by the RSE lead using the guidelines and checklist in Appendix 1b.

Visitors will be asked to complete an evaluation form. Pupils will also have the opportunity to comment on sessions delivered by visitors which will allow us to ascertain whether sessions are beneficial and support children's learning.

Inclusion, equality and diversity

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence, a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content,

approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups:

Our policy is sensitive to the needs of different groups. At times, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships.

Special educational needs and disabilities (SEND):

Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.

SEND Code of Practice: 0 – 25 years, 2014

In consultation with parents of SEND pupils with high needs, alternative RSE content and delivery may be used. This may involve pre-assessment sessions with the SENCO, focussing on vocabulary used in sessions and through the use of visuals.

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the

particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or LGBT+. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

Pupils who are new to English:

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources. This may include consultation with parents, the EAL Leader and the use of differentiated resources.

Resources

We primarily use the 'You, Me and PSHE' scheme as recommended by Leeds City Council and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select resources carefully which meet these objectives. We evaluate teacher resources, leaflets, online resources and videos before using them.

We use children's books, both fiction and non-fiction, extensively within our RSE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Resources we will use for RSE are:

- BBC KS2 PSHE, Relationship Education and Health Education (Operation Ouch)
- Puberty bags to be used in class for teaching
- You, Me, PSHE RSE plans and resources
- Twinkl RSE resources
- PSHE association resources

i) Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop non-negotiable ground rules for lessons and discussions related to RSE. If pupils are to benefit fully from an RSE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additionally, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or puts them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the ask-it-basket for later.
- Don't use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

We will develop the ground rules through:

An introductory activity at the start of the RSE unit and will go through the rules at the start of each session. Ground rules will be displayed in the classroom and will include visual prompts to meet the needs of all pupils.

ii) Assessment, recording and reporting in RSE

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning).

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- pre-assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used at the end of each unit
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil achievement in RSE is celebrated and shared

iii) Monitoring and evaluation

Monitoring activities:

- recording of pupil attendance in RSE lessons
- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the RSE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- samples of pupils' work
- reviewing planning

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall RSE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners (feedback)
- feedback and evaluation by pupils (pupil voice)
- sampling pupils' work and portfolios

15. Safeguarding and Child Protection

Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and are part of a comprehensive programme as a whole.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, advice from Leeds Child Protection Team will be sought.

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including online bullying, sharing inappropriate images, grooming, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

16. Confidentiality in the context of RSE lessons

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. Pupils will be reminded that RSE lessons are confidential and what is discussed in the classroom should not be talked about outside on the playground, or outside of the class in front of younger pupils. RSE lessons are also not a place to discuss their personal experiences and issues, or to ask others to do so. Ground rules will be established at the start of the RSE unit and will be revisited at the beginning of each lesson to reduce the risk of disclosure in lessons with staff and pupils understanding that something's cannot be kept confidential if there is a risk of harm. If pupils are not following the ground rules they will be spoken to by a member of staff who they trust. If it is a safeguarding issue then a procedure will be followed as outlined in the safeguarding policy, similarly if it is a behaviour issue then a procedure will also be followed as outlined in the behaviour policy.

Sometimes there may be questions that arise in lessons that staff are unable to answer due to it being too explicit or too old for pupils. The questions will be acknowledged and pupils will be asked to discuss this at home with parent/carers.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

If a pupil tells a health professional something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

17. Liaison with other schools

The PSHE/RSE leader will be in regular contact with the PSHE/RSE leaders of our local secondary schools to ensure a smooth progression from primary to secondary school and make our pupils leave school fully equipped with the knowledge needed to safeguard themselves.

18. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social or emotional development, including matters raised by, or relating to, RSE. We promote the school aim and motto as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Complaints

Parents/carers who have complaints or concerns regarding the RSE provision should contact the school and follow the school's concerns and complaints policy and procedure (available on the school website).

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:
PEOPLE	
School:	Agency name:

Contact details:	Specialism:
School address:	Agency address:
Tel No:	Tel No:
E-mail:	E-mail:
Child protection teacher:	Agency contact:
Learning mentor / other contact:	Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no	Is the school satisfied with the agencies DBS / liability arrangements? yes / no
Other policies for consideration:	
Number of pupils:	Learning needs:
Key Stage:	Other / individual needs:
Year Group:	

Intended learning outcomes:	What has been taught previously? How will the work be continued?
How will skills and progress be assessed?	Who will be present? How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?
AGREEMENTS	
Have any expenses been agreed to? yes / no	

Checklist completed by:

Designation:

Date:

Meeting carried out: in person / by phone / other (please circle)

APPENDIX 1b Checklist

During & after visit

<u>Joint Evaluation Form</u>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Class:
Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of the pupils?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the RSE programme?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		

6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		

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

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	

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

