

# Relationships, Health and Sex Education Curriculum Consultation November 2020



## Relationship and Sex Education Consultation Letter

Kilnhurst St Thomas 'C of E Primary Academy

Meadow View Road,

Kilnhurst Rotherham,

S64 5UA

Telephone: 01709 570297

E Mail: [enquiries@stp.dsat.education](mailto:enquiries@stp.dsat.education)

Dear Parents/Carers,

As part of our Personal, Social, Health and Citizenship Education all year groups will be learning about Relationships and Sex Education. The focus is different for each year group and is age appropriate. The outline for the topics covered in each year group is as follows:

Reception (FS2)	<p>Family and Friendship</p> <ul style="list-style-type: none"> <li>• Caring friendships</li> <li>• Being kind</li> <li>• Families</li> </ul>
Year 1	<p>Growing and Caring from Ourselves</p> <ul style="list-style-type: none"> <li>• Different friends</li> <li>• Growing and Changing</li> <li>• Families and Care</li> </ul>
Year 2	<p>Differences</p> <ul style="list-style-type: none"> <li>• Differences</li> <li>• Male and Female Animals</li> <li>• Naming Body Parts</li> </ul>
Year 3	<p>Valuing Difference and Keeping Safe</p> <ul style="list-style-type: none"> <li>• Body Difference</li> <li>• Personal Space</li> <li>• Help and Support</li> </ul>
Year 4	<p>Growing up ☐ Changes</p>
	<ul style="list-style-type: none"> <li>• What is Puberty?</li> <li>• Healthy Relationships</li> </ul>
Year 5	<p>Puberty</p> <ul style="list-style-type: none"> <li>• Talking about Puberty</li> <li>• The Reproductive System</li> <li>• Help and Support</li> </ul>
Year 6	<p>Puberty, Relationships and Reproduction</p> <ul style="list-style-type: none"> <li>• Puberty and Reproduction</li> <li>• Communication in Relationships</li> <li>• Families, Conception and Pregnancy</li> <li>• Online Relationships</li> </ul>

The relationships education aspect of this learning is a compulsory part of the curriculum. However, as parents/carers you do have the right to withdraw your child from the sex education aspect. We do however; strongly believe that taking part in these lessons is an important part of your child's primary education. If you are unsure about your child accessing these lessons then we ask that you discuss the content further with your child's class teacher.

After this discussion, if you still wish to withdraw your child from the Sex Education sessions please ask for a copy of the 'Parental Withdrawal Form' which will need completing and returning to school. Yours sincerely

Miss Barton

PSHE coordinator

## Relationships Health and Sex Education at St Thomas CofE

### Parent Consultation November 2020

#### What we will be doing:

- Explaining the changes to requirements for RSE from September 2020
- Explaining the topics within the RSE curriculum
- Get your views on what you think
- Make any changes to our curriculum & policy.

#### The new expectations:

*'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.'*

DfE

- No real changes for primary schools.
- The emphasis on families has always been there, but now we have to reflect the different types of families that our children have & will come across. The world looks very different from when this curriculum was last updated!
- 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.
- Different types of families that our children have & will come across:
  - Man & woman
  - Lone / single parent
  - Same sex parents
  - Adoptive / foster parents
  - Blended families

This is from the point of view of promoting respect & dignity for all.

## Families and people who care for me *what it says...* **Families and people who care for me what it says...**

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

## **Right to withdraw your child...**



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## CAN NOT Withdraw

- Relationships & Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- The Science curriculum where content on human development, including reproduction is taught in all maintained schools.



## CAN WITHDRAW

Sex Education - you can ask that they are withdrawn from these parts & permission may be granted by the HT.

You would need to find out when this specific part is covered & let us know.



### Thank you

Please be assured:

- We want all of our children, families, friends & wider community to have the dignity & respect that they deserve.
- We want our children to be prepared for their on going education & future life so that they can live happily, healthily & safely!

Please complete the online questionnaire with any questions or comments.

A Zoom meeting has been arranged on the 2nd December 2020 at 9:45 am to address your feedback.

**Thank you from everyone at St Thomas CofE Primary Academy.**

## Primary Relationships and Health Education Policy November 2020

**Kilnhurst St Thomas' C of E Primary Academy Date of Policy 07/11/2020**

**Date of Policy Review 07/11/2023 (3 years later)**

**(or sooner if required)**

**Relationships, Health and Sex Education Policy**

## Statement of intent

At **St Thomas Cofe Primary Academy**, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

### 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Behavioural Policy**
- **SEND Policy**
- **Inclusion Policy**
- **Anti-Bullying Policy**
- **E-safety Policy**

## 2. Organisation of the curriculum

2.1. Every primary school is required to deliver statutory relationships education and health education.

2.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

2.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

2.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s **PSHE curriculum**.

2.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

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*Every primary school is required to deliver statutory relationships education and health education.*

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2.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

2.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, if there was a local prevalence of a specific health issue, our curriculum would be tailored to address this.

2.8. We consult with parents, pupils and staff in the following ways:

- **Questionnaires and surveys**
- **Meetings**
- **Training sessions**
- **Newsletters and letters**

2.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- **Organising a meeting with the headteacher.**
- **Emailing enquiries@stp.dsat.education.**

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- a. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

- b. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

### 3. Consultation with parents

3.1. The school understands the important role parents play in enhancing their children's understanding of relationships, **sex** and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

3.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in **section 3** of this policy.

3.3. Parents are provided with the following information:

- The content of the relationships, **sex** and health curriculum
- The delivery of the relationships, **sex** and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
  - The school aims to build positive relationships with parents by inviting them to give feedback on the curriculum, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
  - Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

### 4. Relationships education overview

#### **Families and people who care for me**

4.1. By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.

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

#### **Caring friendships**

4.2.

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

#### **Respectful relationships**

4.3.

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

#### **Online relationships**

#### **4.4.**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

#### **Being safe**

#### **4.5.** By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## 5. Relationships education per year group

5.1. The school is free to determine, within the statutory curriculum, what pupils are taught during each year group.

5.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

5.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

## 6. Health education overview

6.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

6.2. By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

6.3. By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

#### **Physical health and fitness**

6.4. By the end of primary school, pupils will know:

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

#### **Healthy eating**

6.5. By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

#### **Drugs alcohol and tobacco**

6.6. By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Health and prevention**

6.7. By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

6.8. By the end of primary school, pupils will know:

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

### **Changing adolescent body**

6.9. By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## 7. Health education per year group

7.1. The school is free to determine, within the statutory curriculum content what pupils are taught during each year group.

7.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

7.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

## 8. Sex education

**[Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the**

**changes that adolescence brings, drawing on knowledge of the human life cycle.]**

- 8.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 8.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 8.3. At St Thomas, we **do** teach pupils sex education beyond what is required of the science curriculum.
- 8.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with **section 3** and **section 4** of this policy.
- 8.5. Parents are given the opportunity to advise on what should be taught through sex education.
- 8.6. The age and development of pupils is always considered when delivering sex education.

## 9. Delivery of the curriculum

- 9.1. The relationships, **sex** and health curriculum will be delivered as part of our **PSHE curriculum**.
- 9.2. Through effective organisation and delivery of the subject, we will ensure that:
  - Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, 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.

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*The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.*

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3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, **sex** and health curriculum, rather than delivered as a standalone unit or lesson, however we will always consider the development and maturity of pupils before teaching this topic.
6. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
7. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

8. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

10. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

11. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's **E-safety Policy**.

12. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

13. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

14. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

15. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

16. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

17. Any resources or materials used to support learning will be formally assessed by the **class teacher** before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

18. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

19. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

20. Whilst there are no formal examinations for the relationships, **sex** and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- **Group tasks**
- **Group discussions**

## 10. Working with external experts

10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

10.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the **Visitor Policy**.

10.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

10.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

10.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

10.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the **Child Protection and Safeguarding Policy**.

10.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## 11. Equality and accessibility

11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
  - The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
  - The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, **sex** and health education, and the programme will be designed to be inclusive of all pupils.
  - Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust

**Behavioural Policy**, as well as a **Child Protection and Safeguarding Policy**, which set out expectations of pupils.

## 12. Curriculum links

12.1. The school seeks opportunities to draw links between relationships, **sex** and health education and other curriculum subjects wherever possible to enhance pupils' learning.

12.2. Relationships, **sex** and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 13. Withdrawing from the subjects

13.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

13.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

13.3. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

13.4. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

13.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

13.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

13.7. The parent will be informed in writing of the headteacher's decision.

13.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## 14. Behaviour

14.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

14.2. Any bullying incidents caused as a result of the relationships, **sex** and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

14.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

14.4. These incidents will be dealt with following the processes in our **Behavioural Policy** and **Anti-Bullying Policy**.

14.5. The **headteacher** will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## 15. Staff training

15.1. All staff members at the school will undergo training to ensure they are up-to-date with the relationship, **sex** and health education programme and associated issues.

15.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

## 16. Confidentiality

16.1. Confidentiality within the classroom is an important component of relationships, **sex** and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

16.2. Teachers will, however, alert the **headteacher** about any suspicions of inappropriate behaviour or potential abuse as per the school's **Child Protection and Safeguarding Policy**.

16.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

16.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the **DSL** and handled in accordance with the **Child Protection and Safeguarding Policy**.

## 17. Monitoring quality

17.1. The **relationships, sex and health education subject leader** is responsible for monitoring the quality of teaching and learning for the subjects.

17.2. The **relationships, sex and health education subject leader** will conduct subject assessments, which will include a mixture of the following:

- **Self-evaluations**
- **Topic feedback forms**
- **Pupil voice**

## 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.

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## 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.

## 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:**

- 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.**

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**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.



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.

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.

### ***Parent Questionnaire***

[https://forms.office.com/Pages/ResponsePage.aspx?id=0MTSHyEgOkakQe5gCaZ7xK\\_mqj2LULpElf-Fdp-D-IUQ0JPUVU4Uk5SS1NWN0IMSjM0RUxaM0IQVC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=0MTSHyEgOkakQe5gCaZ7xK_mqj2LULpElf-Fdp-D-IUQ0JPUVU4Uk5SS1NWN0IMSjM0RUxaM0IQVC4u)