High Bank Junior Infant and Nursery School

Relationship, Sex & Health Education (RSHE) Policy

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Legislation and statutory guidance

At High Bank JI & N School**,** we are required to provide relationship education and health education to all pupils.
The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,* whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life…*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth)**.**
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children, staff, parents and Governors)
SUPORT	Share the policy, resources and activities

RATIFICATION	Make amendments, share with governors and ratify

The RSHE policy at High Bank School, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff and/or RSHE working group reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Context

As from September 2020, all state-funded primary schools will have to deliver two new subjects “Relationships Education” and “Health Education”. These subjects should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education.

High quality, evidence-based and age-appropriate teaching of these subjects is essential in order to prepare pupils for the opportunities, responsibilities and experiences of adult life. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Although these are important educational subjects in their own right, research evidence suggests that learning about relationships and health promotes wellbeing and can improve academic attainment.

These subjects represent a huge opportunity to help children and young people develop knowledge and attributes to support their own, and others’, wellbeing and attainment and help them to become successful, and happy adults, who make a meaningful contribution to society.

Primary Schools also can decide whether they also teach ‘Sex Education’ in addition to that already being addressed as part of the National Curriculum, Science.

At High Bank School the vision statement for Mental health and Well-being is an integral part of the Sex, health and education policy. That which is, at High Bank School the promotion of positive mental health for children and young people is everyone's business

Aims

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Children's learning about Relationships Education, is mutually supportive of, and contributes to learning about Health Education, which includes physical health and mental wellbeing. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, promote pupils' ability to regulate their emotions and to reduce stigma attached to mental health issues.

At High Bank JIN School our vision statement for mental health and well-being is an integral part of our RSHE policy which is that:

We promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. High Bank JIN School recognises that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

At High Bank JIN School the promotion of positive mental health for children and young people is everyone's business

Children's learning in Relationships Education and Health Education will support the wider work of the school in helping to foster pupil wellbeing, develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

Our RSHE programmes complement content covered in other national curriculum subjects such as citizenship, science, computing and PE.

We consider that RSHE will be most effective if embedded as a whole school approach, with assemblies and drop-down days used to compliment lessons. All of which are aligned with the ethos and values of the school.

Statement of intent

This policy outlines the approach to relationships, sex and health education (RSHE) at High Bank JI & N School**.** It is underpinned by the **Kirklees Charter for RSHE** (principles and values) and complements the vision/value/ethos of High Bank JI & N School.

Relationships, sex, and health education is important at High Bank JI & N School because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.
  All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in **Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)**

Roles and responsibilities

a. The Governing Board

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

b. The Headteacher

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

c. Lead teacher for RSHE

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d. SENDCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

e. All teachers of RSHE

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.

The RSHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed curriculum content at High Bank JI & N School

- The RSHE curriculum has been organised in line with the statutory requirements outlined in **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE,2019)**
- DfE update **DfE communication to schools on RSHE implementation** (update, June 2020)

RSHE Statutory Content Summary (Primary School)
There is no statutory content for sex education.

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
Families and people who care for me Caring relationships Respectful relationships Online relationships Being safe	Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body (including puberty and menstruation)

- The content of the RSHE curriculum at High Bank JI & N School is informed by:
  - ❖ National guidance and evidence-based research about RSHE/PSHE ed.
  - ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
  - ❖ Relevant health and other data (both local and national).
  - ❖ The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd). **Annex B Suggested Resources DfE, 2019)**
- High Bank JI & N School has adopted the **PSHE Association: programme of study 2020.** This programme of study is a suggested DfE resource (**Annex B Suggested Resources DfE, 2019)** This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.
  High Bank JI & N School has developed medium terms plans based on the PSHE Association thematic programme builders **PSHE Association: statutory tools**
- The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.

Sex Education:

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

Appendix 4 outlines the sex education content at High Bank JI & N School.

Links to other policies and curriculum areas

5a Curriculum

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

5b Character Education

Throughout the school, we follow, as far as reasonably possible, the (non-statutory) Framework Guidance on Character Education from the Department for Education·

5c Computing

Our curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face, as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

5d Physical Education

Our PE curriculum aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

5e Other Policies

Our policies comply with the relevant requirements of the Equality Act 2010 and the Public sector equality duty (PSED) (s.149 of the Equality Act).

The content of relationships education is supported by our anti-bullying policy, equality and diversity policy, and safeguarding policy.

Health Education links to these and also our computing and PE policies.

The delivery of the RSHE curriculum:

- Relationships, sex and health education (RSHE) will be taught within the personal, social health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:
  - ❖ equality and challenge all forms of prejudice and discrimination.
  - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

Specific Classroom Arrangements

- Girls and boys will normally be taught together. However, in the introduction of discussion of certain aspects, such as menstruation, they will be separated initially.
- All children will be encouraged to ask questions, in an atmosphere of honesty and openness, aimed at developing the children's confidence in talking, listening and thinking about sex and relationships. Inappropriate questions will be dealt with on an individual basis.
- Where appropriate children will be asked to submit questions into a confidential box which will be opened only by the class teacher, who will address any issues with the class raised therein. Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
  - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
  - ❖ Teachers will agree with pupils the limits of confidentiality.
  - ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
  - ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

SEND

- We will make the new RSE content appropriate and useful for our pupils with additional needs.
- For pupils with disabilities and other additional vulnerabilities the lessons may need deeper thought and repetition, to ensure that all pupils are receiving age-appropriate, useful RSHE that ultimately enables them to live healthy, safe lives.
- When adapting resources and lessons for pupils we will evaluate what the specific needs of our pupils are.
- In consultation with parents, we will ensure that lessons and resources are delivered in a way that pupils can understand and yet still cover the content that would be appropriate for their age and bodies.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feel included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

Parents

Parental engagement is informed by:
DfE Parental engagement
DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs
DfE: Relationships, sex and health education: guides for parents
PSHE Association: Guide to parental engagement

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at High Bank J, I & N School is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- At High Bank J, I & N School**,** we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
    - The content of the RSHE curriculum.
    - The delivery of the RSHE/curriculum (including examples of the resources used).
    - How to support/complement RSHE teaching at home.
    - How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.
- Consult with parents annually by holding a special meeting or sending a letter home of explanation prior to sex education commencing in class. Parents will be encouraged to raise any issues or concerns that they might have at this early stage.
- Ask parents for their views before any policy review.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

The right to be excused from sex education

- Science, relationships, and health education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the Headteacher to '*discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).
- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).

- The parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching Relationships (and sex) and Health Education. Whilst external visitors are used to enhance the delivery of Relationships Education, and Health Education, any sessions delivered by outside visitors will be consistent with our policy on relationships education.

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- Pupils' development in Relationships Education, and Health Education, is monitored by class teachers as part of our internal assessment systems.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Appendix 1: Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.

7. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.
12. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
16. RSHE lessons will encourage participation by using a variety of teaching approaches.
17. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
19. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.
20. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools)* and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice

Appendix 2: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

Families and people who care for me
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
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
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
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
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.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

Mental Wellbeing
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
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
By the end of primary school, pupils will know:

- The 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, a daily active mile, 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
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
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
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
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.
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.

Appendix 3: The RSHE curriculum at High Bank J, I & N School

Programme of study (the content of RSHE/PSHE ed)

- The DfE Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education sets out what schools must cover in primary schools from September 2020.
- The PSHE Association programme of study (Key Stages 1–5) is a national programme of study and a suggested DfE resource.
  High Bank J,I & N School has adopted this programme of study.
- It has three core themes: Health and Wellbeing; Relationships; and Living in the Wider World.
- This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Relationships			**Spring:** Living in the wider world			**Summer:** Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Long Term Plan PSHE alongside Science Objectives

Key Stage 1

	PSHE Health and Wellbeing Objectives	Science Objectives
Year 1 Summer Term	**Growing and Changing** Recognising what makes them special and unique including likes, dislikes and what they are good at Recognising and managing feelings	**Topic – Animals Including Humans** **-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** *Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.*
Year 2 Summer Term	**Growing and Changing** Human life cycle, how people grow from young to old How our bodies change as we grow up – pupils compare the differences between a baby and a child – what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up. (Puberty is not mentioned until key stage 2) Identifying the main parts of the body including external genitalia (penis, vagina) *Safeguarding link – It is important for younger children to know how to name their body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe. The naming of body parts is covered in a sensitive and age appropriate context. This lesson addresses that pupils may use a variety of different words to name the male and female body parts and teaches that that the correct terms are the words that a doctor would use to name these body parts.* *When talking about the male and female genitalia it is also useful to highlight the NSPCC underwear rule (this is covered in separate lessons on keeping safe). One way of doing this is to point out that we do not usually look at or touch each other's private parts ; these are the parts of the body covered by our underwear that we have the right to keep private or to ourselves.*	**Topic – Animals Including Humans** **-notice that animals, including humans, have offspring which grow into adults** **- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)** **- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.** *Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.*

Lower Key Stage 2

Year 3 Summer Term	**Growing and Changing** **Personal strengths and achievements** **That everyone is an individual and has valuable contributions to make** **How strengths and interests form part of our identity** **Recognise common challenges to self-worth** **Basic strategies to manage and reframe setbacks**	Topic – Plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Year 4 Summer Term	**<u>Growing and Changing</u>** Introduction to physical and emotional changes in puberty Recap of vocabulary for male and female external genitalia parts previously learned in Key Stage 1 *The naming of body parts is covered in a sensitive and age appropriate context. These lessons address that children and adults sometimes use lots of different words for genitals and that in these lessons we will use anatomic (scientifically correct) words. We will explain that some slang words (used to name genitalia) can be confusing and are sometimes even rude and disrespectful. Therefore, it is important for pupils to only use the anatomic words in these sessions.* Identify external genitalia and reproductive organs Female changes - Introduction to menstruation and when it usually starts Menstrual Products – pads and tampons Male Changes – Introduction to erections, producing sperm, ejaculation and wet dreams (include circumcision definition) Personal hygiene routines Oily hair Skin and Spots Sweat and body odour Washing genitals Emotions and Feelings	

Year 4 Puberty Lessons – Time To Change

During the Year 4 Summer term, pupils will complete a PSHE module on Puberty: A Time To Change. This scheme of work provides a gentle introduction to the basic facts of puberty. At High Bank School we recognise that it is essential to teach about puberty before pupils experience it – to ensure that their physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies, their emotions and understand how to keep themselves safe. This includes being able to tell someone about behaviour that worries them or makes them feel uncomfortable.

Providing accurate information about the physical and emotional changes that take place during puberty is extremely important. By understanding their bodies and the changes they will experience, pupils will be confident in knowing how to respect and care for their own bodies. The opportunities to explore changing feelings will ensure that they are prepared for adulthood and will lay down the foundation for more complex learning on sexual and reproductive health at secondary school.

Upper Key Stage 2

Year 5 Summer Term	**<u>Growing and Changing</u>** Personal identity; recognising individuality and different qualities; mental wellbeing What contributes to personal identity That for some people their gender identity does not correspond with their biological sex Recognising, respecting and expressing individuality Mental and emotional wellbeing **<u>Keeping Safe</u>** Keeping safe in different situations, including responding in emergencies, first aid and FGM *<u>FGM objectives will only be taught if deemed necessary to the cohort</u>* - *That FGM is against British law* - *What to do and whom to tell if they think they or someone they know might be at risk of FGM.*	**<u>Topic – Living Things and Their Habitats</u>** **describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird** **describe the life process of reproduction in some plants and animals.** Notes and guidance (non-statutory) Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. **<u>Topic – Animals including Humans</u>** **describe the changes as humans develop to old age.** *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.* *Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

Year 6 Summer Term	**<u>Growing and Changing</u>** Human reproduction and birth; increasing indepence; managing transition Recap of Year 4 & 5 puberty objectives and the changes that might occur alongside puberty e.g. moving school, new roles and responsiblities Explain what sexual intercourse is, and that this may be one part of an intimate relationship between consenting adults Explain what pregnancy means, how long it lasts and where it occurs i.e. that a baby is made when a sperm meets an egg and the fertilised egg settles into the lining of the womb **Relationships** Positive, healthy and loving relationships, different kinds of relationships, values, expectations and responsibilities with in relationships	**<u>Topic – Evolution and Inheritance</u>** **recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents**

Year 6 – How Babies are made

By Year 6, it is likely that pupils will have some idea about how babies are made. Have an understanding of what is meant be sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent in this context. This lesson can be taught after the positive relationships lesson. Pupils must have been taught about the changes that take place during puberty before this lesson is delivered.

Appendix 4: Sex education at High Bank J I & N School

- Sex education is not compulsory in primary schools (DfE, para 65/page 23)
- DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils'. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the content of health education as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- LGBT: all teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15).
- Schools are free to determine whether pupils are taught sex education beyond what is required above.

Parents/carers will be:

- consulted about the content, organisation, and delivery of the sex education curriculum.
- given the opportunity to share their views on the lessons.
- informed in advance of the content of sex education lessons and be able to view the main resources used.
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- given clear guidance on how to request the withdrawal of their child from these components of sex education.

The Medway Primary PSHE Education Resources provide a programme of study which is suggested by the PSHE Association.

High Bank J,I & N School will be adapting these lesson overviews

APPENDIX 1

Overview of lessons - learning objectives and intended learning outcomes:

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
Year 1 or 2 *My special peorie*	about the special people in our lives and how we care for one another	identify our own special people explain what makes them special to us and why they are important in our lives describe the different ways our special people care for us recognise how we can care for them in return
Year 1 or 2 *We are growing·human life cycle*	about how we change as we grow	recognise the main stages of the human life cycle (baby, child, adult) recognise that the process of growing takes time and describe what changes when people grow from young to old identify ways we are more independent now than when we were younger describe our feelings about growing and changing
Year 3 *I'/hat makes a good friend?*	▪ about friendship - why it is important and what makes a good friend	recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) explain why friendship and having friends is valuable identify how friends show they care for and value each other describe what makes a good friendship and what is most important in a friendship
Year 3 *Falling out with friends*	▪ how to maintain good friendships ▪ about solving disagreements and conflict amongst themselves and their peers	identify what helps maintain friendships describe feelings when disagreements and conflict occur identify what can help and not help if there are friendship problems demonstrate strategies for solving arguments with peers
Year 4 or 5 *Puberty time to change*	▪ about some of the physical changes experienced during puberty	identify some of the physical changes that happen to bodies during puberty explain that puberty begins and ends at different times for different people use scientific vocabulary for external male and female body parts/genitalia
Year 4 or 5 *Puberty: menstruation and wel dreams*	▪ about the physical changes that happen to males and females during puberty ▪	use to use scientific vocabulary for external and internal male and female body parts/genitalia explain what happens during menstruation (periods) explain what is meant by ejaculation and wet dreams
Year 4 or 5 *Puberty.personal hygiene*	about the importance of personal hygiene during puberty ▪ to respond to questions about puberty	explain how and why it is important to keep clean during puberty describe ways of managing physical change during puberty respond to questions and give advice to others about puberty

Year 4 or 5 *Pubelly.emotions andfeelings*	▪ how and why emotions may change during puberty ▪ about getting appropriate help, advice and support about puberty	describe how emotions and relationships may change during puberty know where we can get the help and support we need in relation to puberty
Year 6 *Pubelly recap and review*	▪ more about the changes that happen at puberty (recap from year 4 or 5) ▪	describe the physical and emotional changes that occur during puberty and how to manage these identify myths and facts about puberty, and what is important for a young person to know_ demonstrate how to begin conversations (or ask questions) about puberty with people that can help us
Year 6 *Pubelly.changeand becoming independent*	about managing change - new roles and responsibilities as we grow up	describe some changes that happen as we grow up identify the range of feelings associated with change, transition to secondary school and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities

Year 6 *Positive and healthyrelationships*	▪ about what constitutes a positive, healthy relationship ▪ that relationships can change over time	describe some changes that happen as we grow up identify the range of feelings associated with change, transition to secondary school and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 *How babies are made*	▪ about adult relationships and the human life cycle ▪ about human reproduction (how a baby is made and how it grows)	identify the links between love, committed relationships/ marriage and conception explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

Appendix 5: Sample letter to parents/carers (engagement)

Dear …….

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 6: Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	