

**Great and Little Shelford CE (A) Primary School**

# **Relationships Education Policy Including Sex Education Policy**

## **1. Context**

This Relationships Education Policy must be read in conjunction with our PSHE Policy.

### **1.1 Relationships Education in our school**

Consistent with the statutory Church School Ethos Statement, Relationships Education is based upon the premise that all life is from God and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of a church school, where all are respected, valued and encouraged.

Relationships Education in our school is based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision:

*We live and work in harmony  
with love for one another  
so we can achieve our potential  
within a community of life-long learners.*

The four pieces of scripture that our vision is founded on, speak of the love, compassion and relationships between all different groups. These messages are central to the content and delivery of RSE at Great and Little Shelford CE (A) Primary School.

### Love one another, as I have loved you

John 13:34

A new commandment I give to you, that you love one another: just as I have loved you.

### Be kind to one another, Forgiving one another

Ephesians 4:32

Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.

### Live in harmony, Live peaceably with all

Romans 12:15-18

Rejoice with those who rejoice, weep with those who weep. Live in harmony with one another. Do not be haughty, but associate with the lowly. Never be wise in your own sight. Repay no one evil for evil, but give thought to do what is honourable in the sight of all. If possible, so far as it depends on you, live peaceably with all.

### Many parts, one body

1 Corinthians 12:12-14

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. For we were all baptized by one Spirit so as to form one body—whether Jews or Gentiles, slave or free—and we were all given the one Spirit to drink. Even so the body is not made up of one part but of many.

## 1.2 Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, social skills interventions, conflict resolution and our approach to mental health and wellbeing.

## 1.3 Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education we intend to further our school's vision of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills;
- develop positive, personal values and a moral framework based on the Christian vision of the school, that will guide their decisions and behaviour;
- respect themselves and others, their views, backgrounds, cultures and experiences;
- develop respectful, caring relationships based on mutuality, reciprocity and trust;
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line;
- develop their understanding of a variety of families and how families are central to the wellbeing of children;
- recognise and avoid coercive and exploitative relationships;
- explore relationships in ways appropriate to their age and stage of development;
- value, care for and respect their bodies;
- build confidence in accessing additional advice and support for themselves and others.

## 2. Implementing Our Policy

### 2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We understand that this may be required at an individual level for certain pupils, including liaison with parents as required. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure;
- their previous experience of negative behaviours in peer or child-adult relationships;
- their need to learn and demonstrate appropriate behaviour;
- their need to develop self-esteem and positive body image;
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training;
- the management of personal care;
- clarity about sources of support for pupils.

### 2.2 Equality

In-line with our school's unique Christian vision, we recognise that each of us has been made as a unique human being and we are all valued equally. The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.

- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

## 2.3 Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

## 2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

## 2.5 Consulting on our Policy

Before consultation activities, parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

All parents/carers and Year 6 pupils have been invited to consult directly through respective surveys.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

## 3. Involving the Whole School Community

### 3.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

### 3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- We will refer to local/countywide/national data
- We will engage the pupils in assessment activities to establish their development needs
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

### 3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website. There is a named link governor for PSHCE (including Relationships Education).

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes;
- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in a way which is accessible to all;
- clear information is given to parents/carers;

- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

### 3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website;
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Anti-bullying and RSE;
- Providing supportive information about parents' role in Relationships Education;
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis;
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

### 3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We sometimes welcome visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison between the PSHCE Leader and Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Leader beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## 4. Curriculum Organisation

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum

and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHCE through designated lessons, circle time, focused events,
- Other curriculum areas, especially RE, Science, English, PE and computing
- Enrichment activities, especially our Collective Worship programme, partnership with three local churches, growth mindset approaches, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.

## 4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

**Ground Rules:** Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language;
- the asking and answering of personal questions;
- strategies for checking or accessing information.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## 4.2 Relationships and Sex Education (RSE)

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort. This is normally introduced in Y5 as it is included in the Science and PSHE curriculum.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups, particularly to answer personal questions that have been raised anonymously in writing. We will use team teaching where this enables us to best use teacher expertise, with the aim of a female and male member of staff present in Y5 and Y6. We will ensure there are positive educational reasons for each method of delivery.



## 4.4 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

## 4.5 Safe and Effective Practice

In our school we have a clear policy of confidentiality. This is based on these principles:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's policy of confidentiality. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, to the pupil/s who have asked the question. Teachers may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHCE Leader, Headteacher or a Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered

in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

**Sexually Active Pupils:** There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

## 4.6 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, which may include the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

From time to time the PSHCE Leader may ask staff to reflect on the effectiveness of learning in particular units of work.

Pupils regularly record learning activities in a PSHCE Book. At times, some sessions will be best covered by the means of discussion. Staff will record the learning objective of these sessions in the book.

# 5. Sex Education Policy

## 5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about ‘how a (human) baby is conceived and born’.

This extends the learning about sexual reproduction in ‘some plants and animals’ required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

## 5.2 Consultation about Sex Education

We have taken into account the DfE’s recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

### 5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction, conception and birth until Y6. Pupils can be withdrawn from these session.

Reception	<p>To understand and value what their bodies can do; To describe their own appearance and name external body parts using the words a doctor might use; To recognise similarities and differences between the bodies of girls and boys; To understand ways in which their body has changed since they were a baby; To understand ways of looking after their body and keeping it clean; To understand how members of their family and other trusted people care for and look after them; To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others; To recognise how growing up makes them feel.</p> <p><i>Names for sexual parts of the body covered in EYFS: Penis, testicle, vulva</i></p>
Year 1	<p>To know that humans produce babies that grow into children and then into adults; To understand that babies grow inside a female body until they are ready to be born; To consider the ways they have changed physically, socially and emotionally since they were born; To consider their responsibilities now and compare these with when they were younger; To understand how the needs of babies and young children are met by their families; To understand that not all families are the same, but that love and care should be at the heart of all families</p>
Year 2	<p>To recognise the main external parts of the bodies of humans, including names for sexual parts; to describe what amazing things their bodies can do; To understand that they have responsibility for their body's actions and that their body belongs to them (revision of NSPCC PANTS); To know how to keep themselves clean; To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.</p> <p><i>Names for external sexual parts of the body covered in Year 1: Penis, testicle, vulva</i></p>
Year 3	<p>To know scientific names for male and female sexual parts and use them confidently; to understand the physical differences between male and female bodies; To know that their body belongs to them (revision of NSPCC PANTS); To identify trustworthy and approachable adults; To value and respect their own bodies and understand their uniqueness; To understand the value of carrying out regular personal hygiene routines; To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice might be spread and how they are able to reduce this.</p> <p><i>Names for external parts of the body covered in Year 3: Penis, testicle, vulva, breast, nipple, anus.</i></p>
Year 4	<p>To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death; To investigate perceptions of being physically, emotionally and socially 'grown up'; To consider their responsibilities and how these have changed and how they will change in the future; To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children;</p>
Year 5	<p>To identify male and female sexual parts confidently; To know to use scientific terminology for sexual parts; To know and understand about the physical changes that take place at puberty and how to manage them; To understand that physical changes affect people in a variety of ways and at different rates; To understand how the media, families and friends can influence attitudes to their bodies; To know about aspects of personal hygiene relevant to puberty and the implications of these; To understand that safe routines can stop the spread of viruses and bacteria (not including sexually transmitted diseases).</p> <p><i>Terminology covered in Year 5: penis, testicle, scrotum, urethra, anus, pubic hair, vulva, vagina, breast, cervix, ovaries, uterus, fallopian tubes, menstruation, egg, (label a scientific diagram of the female reproductive system)</i></p>
Year 6	<p>To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse; To be able to recognise their changing emotions during puberty with friends and family and be able to express their feelings and concerns positively; To understand that they have some responsibility for the feelings and wellbeing of others; To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely; To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment; To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families</p> <p><i>Terms used in Year 6 in addition to Year 5 terms: semen, ejaculation, vaginal discharge, wet dreams, sex, sexual intercourse, conception, foetus, embryo, sperm, zygote.</i></p>

## 5.4 Teaching Methodologies

In Sex Education, there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific

descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

## 5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter/email about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

## 5.6 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the Headteacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. a same sex teacher or a same sex teaching group could be agreed).

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

# 6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader and Headteacher. The governing board will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Headteacher, the PSHCE Leader parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

## 7. Appendices

### 7.1 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21<sup>st</sup> Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

## 7.2 Our Charter: Working Together in RSE

The implementation of RSE is in-line with the school's vision:

*We live and work in harmony  
with love for one another  
so we can achieve our potential  
within a community of life-long learners.*

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.