Relationships and Sex Education Policy

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Purpose

At Robert Ogden School, we will provide age-appropriate relationships and health education (RSE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RSE is compulsory in all primary and secondary schools in England. The key topics applicable for all phases of learning have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary and secondary aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures they can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organized and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction.

Scope

This policy applies to all independent schools and children's services within the National Autistic Society.

Clarification

Relationships education

Relationships education is about pupils being taught different relationships, including about friendships, family, and the people that can help them. Respect for others is also taught in an age-appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children

and young adults are safe when online and how others can use their information in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children and young adults, including for example single parent families, families headed by grandparents, adoptive parents, LGBTQ+ parents among others. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds.

Relationships and sex education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. RSE is taught in an age and development appropriate way and is always tailored to each pupil's level of understanding. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation.

It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

Approach

"Relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

"Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

We believe that the basis of moral behaviour is that we all should be respectful for the beliefs of others, so each person feels valued for who they are. We aim to provide an environment where each member of the school community is treated

with respect and where dignity is paramount. Pupils will be encouraged to appreciate the value of stable family life, and the responsibilities of parenthood. We aim to present facts in an objective, balanced and sensitive manner, respecting the values of the school population, with awareness of the law on sexual behaviour.

The nature of autism means that pupils may be more vulnerable to abuse and exploitation than their peers. The social understanding and interactional differences of autistic pupils can lead to very specific challenges around personal relationships and sexuality. Some autistic pupils may not understand about what acceptable public behaviour is, they may need to be taught the skills that other young people acquire incidentally. Our pupils may need help to develop skills to reduce the risks of being abused and exploited, and to learn what types of behaviour are, and are not, acceptable. They will need explicit teaching about how to report something that has happened, or they are worried about. This includes supporting pupils in understanding where they can go for support, particularly around relationships and sexuality. They may need help and guidance around making and maintaining personal relationships. We also understand that the nature of autism means that generalisation of knowledge can be difficult, and our pupils will require support putting this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

All our schools must have regard to the Department for Education's statutory guidance on relationship and sex education. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education *(See Appendix 1)* and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. *(See Appendix 2)* Health Education is compulsory in all schools except independent schools and Principals will need to consider this aspect as part of their curriculum offer. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Copies of this policy are issued on request to parents and available via the schools' website.

Objectives

The aims of sex and relationship education are to:

- To help pupil/pupils to learn, understand and be safe when building their relationships as much as possible and to manage and express their feelings, emotions and sexuality in a socially appropriate manner.

- Teach about relationships, love and care and the responsibilities of parenthood and sexual relationships.

- Ensure young people understand how the law applies to both sex and relationships.

- To ensure that their rights are exercised in an appropriate, responsible and legal manner, and are similarly upheld.

- To educate and inform pupils, enabling them as much as possible to avoid situations where there may be sexual exploitation and/or abuse (including understanding of internet safety and harmful on-line behaviour).

- To support pupils in knowing what is acceptable and what is not in terms of their own behaviour and that of their peers.

- To support pupils to have the skills to be able to report when something has happened or if they are worried about something.

- To give pupils confidence that they will be listened to and their concerns or reports are taken seriously.

- To promote knowledge and understanding of bodily changes and functions as well as life-stages and to encourage respect and care for their bodies.

- To promote knowledge and understanding of different types of friendships and relationships according to developmental stages of each individual and life-stages (childhood, adolescence and adulthood). Including helping the young person to understand how relationships are formed, maintained and sometimes ended.

- To help understand peer pressure and support them to understand how to respond.

- To promote acceptable and socially appropriate behaviour in public, in the community and in private situations.

- To promote an understanding and skills around informed consent, assertion skills and confidentiality.

- To promote an understanding of the law with regard to sharing personal information including items such as videos and images using modern technology.

- Improve self-esteem among the young people. We believe that the major part of human dignity is feeling good about oneself. As people with autism often have low self-esteem we consider this element of sex education vital if young people are to develop caring relationships and not exploit or be exploited by others.

- Establish an awareness of the importance of family life and the responsibilities of parenthood.

- Develop a respect for equality, diversity and inclusion (EDI) and the need to avoid prejudice and discrimination.

- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and support.

Operational delivery

All schools providing secondary education are required to deliver statutory RSE. (See Appendix 1 and 2)

The RSE curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, pupils and parents using questionnaires, meetings, letters and / or training sessions.

Schools are free to determine whether RSE and health education will be delivered as part of their PSHE curriculum, as a joint subject, or as stand-alone subjects

The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum with statutory elements taught via the science curriculum.

The subject leader responsible for RSE and health education will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

Through effective organisation and delivery of the subject, we will ensure that:

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

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school's curriculum will take account of the cohort of pupils and will acknowledge that pupils mature at their own speed. Where required individual plans will be developed, delivered and monitored following their individual developmental and physical stages.

Schools may use appropriate published schemes as applicable. However, it is important that in addition to any curriculum used that individual needs are considered and addressed as appropriate. Either through specific units of work or through more behavioral strategies or use of strategies such as social stories.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Due to the increased vulnerability of our students, the Secondary RSE programme will continue to be used with our post-16 students, with additional content, while they attend our settings. This will ensure that our students have ongoing opportunities to embed their learning and skills. A specific focus will be on understanding and practicing socially-appropriate behavior around all aspects of RSE.

The teaching of RSE will incorporate three main elements

- **Attitudes and values** – learning the importance of values and individual conscience and moral considerations; – learning the value of family life, marriage, and stable and loving relationships for the nurture of children; – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

- **Personal and social skills** – learning to manage emotions and relationships confidentially and sensitively; developing self-respect and empathy for others; learning to make choices based on an understanding of difference and with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict and learning how to recognise and avoid exploitation and abuse.

- **Knowledge and understanding** – learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships; learning about contraception and the range of local and national sexual health advice,

contraception and support services; learning the reasons for delaying sexual activity, and the benefits to be gained from such delay and the avoidance of unplanned pregnancy.

The Teaching of Health Education

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

Pupil that are learning to and ready to learn, will be taught with a consideration of their age and developmental ability. This will always be tailored to each pupil's level of understanding. Pupils will be given the opportunity to learn:

- 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 seek support and discuss their feelings with an adult.
- 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.

Pupils that are applied learners will be taught with a consideration of their age and developmental ability. This will always be tailored to each pupil's level of understanding. Pupils will be given the opportunity to learn:

- How to talk about and express/identify their emotions accurately and sensitively, using appropriate means of communication which will vary according to pupils' needs and differences.

- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns, and what to do if you identify these signs in yourself and/or your friend or family member.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, nutrition, sleep and time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

Pupil that are learning to and ready to learn, will be taught with a consideration of their age and developmental ability. This will always be tailored to each pupil's level of understanding. Pupils will be given the opportunity to learn:

- 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 some social media, some computer games and online gaming 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.

Pupils that are applied learners will be taught with a consideration of their age and developmental ability. This will always be tailored to each pupil's level of understanding. Pupils will be given the opportunity to learn:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

Pupil that are learning to and ready to learn, will be taught with a consideration of their age and developmental ability. This will always be tailored to each pupil's level of understanding. Pupils will be given the opportunity to learn:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, 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 health.

Drugs, alcohol and tobacco

Pupils that are ready and applied learners will be taught with a consideration of their age and developmental ability. This will always be tailored to each pupil's level of understanding. Pupils will be given the opportunity to learn:

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

Health and prevention

Pupils that are ready and applied learners will be taught with a consideration of their age and developmental ability. This will always be tailored to each pupil's level of understanding. Pupils will be given the opportunity to learn:

- 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

Pupils that are ready and applied learners will be taught with a consideration of their age and developmental ability. This will always be tailored to each pupil's level of understanding. Pupils will be given the opportunity to learn:

- 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.

Curriculum links

The school seeks opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils' learning.

- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Training

Staff training is an essential part of planning and implementing the RSE programme. Staff must feel they have the correct level of knowledge, skills and confidence to deliver an RSE programme which will be appropriate to the different levels of functioning and needs of each individual pupil. Training will be provided to relevant members of staff to ensure they are up to date with RSE and any updated related curriculum guidance or new development such as "sexting".

It is each school's responsibility to ensure that training is tailored to the whole school population and materials used to support RSE should not specifically depict sexual acts.

Relevant school staff should also be CEOP trained (Child exploitation and online protection). All children and young people are vulnerable to the dangers of online grooming and pupils with autism may be even more easily persuaded to do things or keen to make 'friends' so teaching and support for online safety should go alongside RSE education. Cf. To other NAS Policies.

Guest speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. The school will ensure that the Visitors to School Policy (SO-0327) is followed, a copy of this policy is available on each school's website.

Terminology

Pupils will be taught the anatomically correct names for body parts, but where appropriate, slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Resources

Resources for supporting the teaching of sex and relationships education are selected very carefully. Clear and unambiguous images are important when teaching about sexual matters. The resources will be targeted for each key stage and then into topic areas. They will not include specifically depicting sexual acts.

Safeguarding and Confidentiality

Staff delivering or supporting RSE will be very vigilant and safeguarding procedures will be followed if pupils make disclosures of possible concerns and/or abuse. As with all issues surrounding abuse, staff will maintain appropriate confidentiality whilst taking the necessary action to ensure the pupil's safety. At the same time, pupils will

be offered sensitive and appropriate support in line with the school's safeguarding policy.

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. puberty, masturbation, menstrual cycle for females, , teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing unsafe and harmful responses. Pupils will be made aware of how to raise their concerns or what to do if they are worried about something, including if worried about a peer. Staff can refer to Appendix 3 of the Schools Safeguarding Children and Young People (Child Protection) Policy – SO-0189 for further information on what to do in the event of them having a concern about a child

Involving parents

We aim to provide information for parents about the RSE topics covered during each key stage and itemise what is covered within each year group. Where puberty-related changes are being taught, parents will be informed about the content to be covered beforehand and they will be invited to the school to review the materials to be used with the pupils. *(See appendix 3) for an example letter to parents)*

It is acknowledged parents may have concerns about this area and as such need to have the opportunity to ask questions. It will also be important for the school to help parents to understand what will be taught at what age / phase and how these will be adjusted to be developmentally appropriate to their child. It will be helpful for schools, where there is a primary department, to explain to parents what is covered and explain the differences between the secondary curriculum.

At times moral and ethical issues may arise which require clarification for the pupils. When these questions arise within a National Curriculum subject or at pastoral and assembly times, if discussion takes place within the context of the subject, it will not be deemed to be part of the sex and relationships education programme and therefore not subject to the parental right of withdrawal.

Parents wishing to exercise the right to withdraw their child from part, or whole, of the sex and relationships education programme are asked to contact the Principal. Once a pupil has been withdrawn from the sex education curriculum, they cannot re-join lessons until the school has parental approval.

The school will keep parents well informed about the policy and consult informally with parents on any change to the substance of the policy.

Parents right to withdraw

Primary School aged pupils

Parents/carers do not have the right to withdraw their children from relationships education. Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE. *(See Appendix 1 for description of content)*.

Secondary School aged pupils

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, up to and until, 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
(See Appendix 2 for description of content).

Requests for withdrawal should be put in writing and addressed to the Principal.

Before granting a withdrawal request, the Principal will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Principal will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

All discussions with parents will be documented. These records will be kept securely.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

Complaints procedure

Any complaint about the sex and relationships education curriculum should be made in line with the schools' complaints policies available on each school's website.

Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in handling the question.
Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything

shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.
The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Assessment

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Teaching will be assessed, and assessments are used to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress and ensure lessons are planned to provide suitable challenge to pupils of all abilities.

Roles and responsibilities

The responsibilities of the NAS Board of Trustees

- Ratify and ensure annual review of this policy to ensure it conforms to relevant law and guidance

The responsibilities of the NAS Education Directorate

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The responsibilities of the Principal

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE curriculum.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The responsibilities of the subject lead for RSE:

- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum complements, and does not duplicate the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Principal.

The responsibilities of the Safeguarding Team and DSLs:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.

- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a child that have arisen through the teaching of RSE and health education.

The responsibilities of teachers:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content. Tailoring their lessons to suit all pupils in the class.
- Modelling positive attitudes to RSE and health education.
- Liaising with the subject lead for RSE about key topics, resources and support for individual pupils.
- Monitoring pupil progress.
- Reporting any concerns regarding the teaching of RSE to the subject lead for RSE, the DSL or a member of the SLT according to who is most appropriate.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education
- Attend and engage in professional development training around sex education provision.

The responsibilities of pupils

- Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.
- Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision.
- Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy (SO-0030).

The responsibilities of Parents and Carers

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.
- To work in close partnership with the school and their child to address key issues relating to relationship and sex education.
- The NAS expects parents to share the responsibility of sex education and support their children's personal, social and emotional development.
- We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RHE.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

[Schools delivering optional sex education.] The school will work closely with parents in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

Evaluation of Policy

Principals will monitor and evaluate the effectiveness of the RSE curriculum in schools and are responsible for ensuring that it is provided in their schools. They will provide feedback which will support the annual review of this policy.

Legal Framework

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

· Section 80A of the Education Act 2002

· Equality Act 2010

· Children and Social Work Act 2017

· The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

· DfE (2013) 'Science programmes of study: key stages 1 and 2'

· DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

· DfE (2021) 'Teaching about relationships, sex and health'

· DfE (2023) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

· Child Protection and Safeguarding Policy

· Behaviour Policy

· SEND Policy

· Inclusion Policy

· Anti-bullying Policy

· Online Safety Policy

· Visitor Policy

Anti-bullying policy

· School Improvement Plan (SIP)

Equality Impact Assessment

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The School has duties, under the Equalities Act 2010, to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and health education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

In application of this policy, the school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics. Teaching will be differentiated at point of delivery by trained staff, so that it is appropriate to pupils age, ability, gender and maturity.

The school understands that pupils with autism are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their autism and teachers will understand that they may need to liaise with other members of the transdisciplinary team and be more explicit and adapt their planning or work to appropriately deliver the curriculum.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly. The school will challenge prejudice.

Safeguarding and confidentiality

We seek to ensure we provide a safe and supportive community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** will be followed.

The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Safeguarding policy (SO-0189).

Support

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

Working with external experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.

- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Definitions

"Relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

"Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

RSE - Relationships and Sex education

SMSC – Social, Moral, Spiritual and Cultural Development

SGG – School Governing Group

DSL - Designated Safeguarding Lead

PSHE – Personal, Social, Health and Economic Education

References

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Appendix 1

The themes may be developed and/or delivered at different levels over the years as appropriate to age, stage, ability and individual needs. This will not necessarily coincide with age groups, year groups or key stages.

Relationships Education (Primary). By the end of primary school pupils should know:

Families and people who care for me	**Pupils should know** • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that 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 characterized 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 recognized commitment of two people to each other which is intended to be lifelong. • how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	**Pupils should 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, and 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 recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful	**Pupils should know**

relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 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 in 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 different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	**Pupils should know** • that people sometimes behave differently online, including by 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 including when we are anonymous. • the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	**Pupils should 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; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom 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 or 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 get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing: Primary

Mental wellbeing	**Pupils should 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, nervousness) and scale of emotions that all humans experience in relation 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, 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. • isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For 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	**Pupils should 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 and 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 and know how to recognise and display respectful behaviour online and 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, including 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	**Pupils should know** • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, 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	**Pupils should know** • what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	**Pupils should know** • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	**Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunization and vaccination.
Basic first aid	**Pupils should 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	**Pupils should 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 including the key facts about the menstrual cycle.

Appendix 2

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families	**Pupils should know** • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help
Respectful relationships, including friendships	**Pupils should know** • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	**Pupils should know** • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	**Pupils should know** • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including	**Pupils should know** • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual

sexual health	respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Physical health and mental wellbeing: Secondary

Mental wellbeing	**Pupils should know** • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

	• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	**Pupils should know** • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	**Pupils should know** • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	**Pupils should know** • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	**Pupils should know** • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and	**Pupils should know**

prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	**Pupils should know** • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	**Pupils should know** • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3

Letter to Parents Regarding Relationships and Sex Education (RSE)

School name

Address line one
Address line two
Postcode
Date

RE: Relationships and Sex Education (RSE) at name of school

Dear parent/carer(s),

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships. The details of what will be taught to the various year groups is detailed in the school's **RSE Policy**, which can be accessed on our school website or in hard copy via our school office.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, the Principal, and I will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Jon Mount

Appendix 4

Department for Education (DfE) (2019a) Relationships Education, Relationships and Sex Education (RSE) and Health Education Pages 17-18

Rights of parents/carers to withdraw pupils from sex education

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE."