

**Harston and Newton Primary School**

# **Relationships Education Policy**

## **Including Sex Education Policy**

September 2021

To be reviewed by September 2024

# 1. Context

## 1.1 Relationships Education in our school

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 which is to be a happy, friendly and safe place at the heart of the community, where each child's abilities and interests are discovered and nurtured and their achievements are celebrated.

## 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.

## 1.3 Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education we intend to further our school's aims 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 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, and those of others
- 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 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

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 that children see their own family's 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 our teaching of Relationships Education.

## 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. Our broad teaching in Relationships Education enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of teaching 'Being Safe' and 'Changing Adolescent Bodies', 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. Teaching 'Being Safe' and 'Changing Adolescent Bodies' 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 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 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

Parents/carers, pupils and other stakeholders have been asked for their views about appropriate ages for particular topics and to share relevant views and beliefs.

Parents/carers and pupils have been consulted directly through surveys. Parents/carers have also been represented by a working party and a parent/carer governor.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which will happen 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 engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.

- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their 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.

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.

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
- Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school prospectus and website
- Providing supportive information about parents'/carers' role in Relationships Education
- 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 encourage 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 with the PSHCE Co-ordinator/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 Co-ordinator/Class Teacher 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.

### 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 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.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

## 4.3 Curriculum Materials and Resources

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.

## 4.4 Safe and Effective Practice

In our school we have a clear Safeguarding and Child Protection Policy, which is shared with staff and parents/carers. This policy is available to parents/carers in the School website. The policy states that:

- 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 Safeguarding and Child Protection Policy. 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, only 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/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.

## 4.5 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment.



From time to time the PSHCE leader will ask staff to reflect on the effectiveness of learning in particular units of work. The PSHCE leader may look at examples of pupils' written work in a unit.

## 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. Understanding about 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, staff 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. 73% of our Year 5 and 6 pupils surveyed said they prefer to learn about RSE at school, rather than at home.

### 5.3 Content of Sex Education

Our Sex Education programme has been developed to be age appropriate and to build on prior learning. The content specified below refers to Sex Education, but it will be taught alongside the statutory content of Relationships Education. There is also overlap with the statutory E-safety Computing curriculum.

We will teach using the terminology 'Most girls' and 'Most boys' rather than 'All girls' and 'All boys' when teaching about sexual body parts, to keep our curriculum inclusive, being aware that bodies may develop differently.

We will challenge gender stereotypes.

#### Content and vocabulary to be taught in Sex Education element of SRE:

Year	Statutory Science Content	Content to be taught in Sex Education	Vocabulary to be first introduced:
EYFS		<ul style="list-style-type: none"> <li>Describe their own appearance and name external body parts including using agreed names for the sexual parts.</li> <li>Understand ways in which their body has changed since they were a baby.</li> <li>Recognise similarities and differences between the bodies of girls and boys.</li> <li>As part of E-safety, children learn from when they start using a computer to tell a trusted adult if they see a picture or read something online that upsets</li> </ul>	<p>male, female, toddler, child, teenager, baby, adult</p> <p>penis, vagina, vulva, testicles</p>

		them or makes them feel uncomfortable.	
Year 1	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>Names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>When teaching about private parts, the teacher to mention that if you touch your own private parts it is something you do in private and you do not touch anyone else's private parts because they are private.</li> </ul>	As above and: male, female testes, anus, nipple toddler, teenager, baby, adult
Year 2	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>		As above
Year 3	<ul style="list-style-type: none"> <li>To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</li> </ul>	<ul style="list-style-type: none"> <li>How are males and females different and what are the different parts called?</li> <li>Building on E-safety learning: 'uncomfortable or frightening picture/image'</li> </ul>	As above and: breast, hips scrotum  uncomfortable or frightening picture/image
Year 4		<ul style="list-style-type: none"> <li>Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.</li> <li>Explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</li> <li>Knowing how to keep clean</li> </ul> <p>NB: In the Cambridgeshire County Council PSHE planning, one of the objectives is 'To understand that babies begin when a male seed and female egg join together'. We will not be covering this until Year 5.</p>	As above and: adolescence
Year 5	<ul style="list-style-type: none"> <li>Puberty (statutory as part of <b>Health</b> Education)</li> <li>Y5 describe the life process of reproduction in some plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li><b>Human</b> reproduction (egg has met sperm in a mammal – not saying how)</li> <li>Building on E-Safety learning: 'inappropriate images'.</li> </ul>	As above and: Body parts: sex parts, ovaries, ovum, womb, uterus, clitoris, urethra, opening to the urethra, labia, pubic bone, cervix, opening to the vagina, fallopian

	<ul style="list-style-type: none"> <li>Y5 describe the changes as humans develop to old age.</li> </ul>		<p>tube, endometrium, egg, umbilical cord sperm, sperm duct, prostate gland Puberty: periods, pubic hair, facial hair, bacteria, sweat, spots, greasy, voice breaking, body odour, deodorant, antiperspirant Periods: menstruation, ovulation, tampon, towel, PMT Fertilization, pregnancy</p> <p>Inappropriate image</p> <p><u>Vocabulary covered in Relationships Education:</u> Consent</p>
Year 6		<ul style="list-style-type: none"> <li>What is sexual intercourse?</li> <li>The birth of baby animals (show some videos of baby animals being born before children see a video of a human baby being born)</li> <li>Birth of a baby</li> <li>What should adults think about before they have a baby?</li> <li>Brief and general explanation that masturbation is touching your private parts because it might feel nice and this is something you do in private.</li> <li>Contraception is introduced very generally: 'Contraception is used to help prevent people making a baby when they have sex. There are different types of contraception (e.g. condom and contraceptive pill) and you will learn more about these in secondary school.'</li> <li>Sometimes people want to have a baby but are unable to. Brief explanation of IVF and donor-conceived babies. Fostering, adopting and having no children discussed.</li> <li>There can be a spread of germs in sexual intercourse because people's body parts come into contact, just as you spread germs when you touch someone's hand. There can be risks in this and there are ways that people can reduce this spread of germs and you will learn more about this at secondary school. (Not defining Sexually Transmitted Infections or giving any examples.)</li> </ul>	<p>As above and: midwife, labour, contractions condom, contraceptive, 'the pill' intercourse, ejaculate semen, wet dream masturbation arousal transgender</p> <p><u>Vocabulary covered in Relationships Education:</u> consent media pressure IVF donor-conceived fostered adopted</p> <p>sexting</p>

## LGBT+ content

[Statutory guidance from the Department for Education](#) states:

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

### At Harston and Newton Primary School

We will teach LGBT+ content as part of our inclusive curriculum throughout the school. We will try to represent these groups in the books we choose, and when any opportunity arises in everyday teaching. LGBT+ content will be taught as part of the statutory Relationships Education in the 'Families and people who care for me' units.

We will challenge stereotypes throughout the curriculum and in everyday school life.

## 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.

Responding to our pupils' feedback, if possible the class teacher will teach boys and girls separately for lessons about menstruation. The pupils will learn the same content and see the same resources. Depending on staff available for these lessons, we may have a teacher of the same sex deliver these specific lessons if that teacher is well known to the pupils.

All year groups will aim to teach RSE in the Spring term each year.

Parents/carers will be informed by letter/email/via the school website 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. There is no right to withdraw children from statutory Relationships Education. Before granting any such request the Head Teacher 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. same sex teacher, same sex teaching group).

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/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, 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](#)