Durham Diocesan MAT (DDMAT)

Company Number 10847279

DDMAT wide RSHE Policy 24 June 2020

Policy Reviewed and Adopted by Board of Directors:

Version:

Date of Next Review:

Responsible Officer:

Durham Diocesan MAT
Policy for Relationships, Sex Education and Health Education

Vision Statement

"Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them;

for it is to such as these that the kingdom of God belongs."

Luke 18:15-17

Stanhope Barrington CofE Primary School

Statement of Intent

1. At Stanhope Barrington C of E Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health curriculum for all of our pupils. This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered, In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

Legal Framework

3. This policy has been developed with regard to legislation and statutory guidance including, but not limited to, the following:-

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

4. This policy works in conjunction with the following policies:

- Safeguarding
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Pupil Confidentiality
- Inclusion
- Social, Moral and Cultural
- Spirituality

5. **Definitions**

For the purposes of this policy **"Relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

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

6. Roles and Responsibilities

6.1 The Academy Council is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

6.2 The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

6.3 The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

6.4 The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

6.5 The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.

7. Curriculum organisation

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

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

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

7.4 The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy in line with section 12 of this policy.

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

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

7.7 An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

7.8 The school is free to determine within the statutory curriculum content outlined in Appendix 2 what pupils are taught during each year group and the school always considers the age and development of pupils when deciding what will be taught in each year group. A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

8. Sex Education

8.1 The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

8.2 All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

8.3 At our school, we teach pupils sex education beyond what is required of the science curriculum.

8.4 Parents are consulted on the organisation and delivery of our sex education curriculum in accordance with section 6 and section 12 of this policy and are given the opportunity to feedback on what should be taught through sex education.

8.5 The age and development of pupils is always considered when delivering sex education.

8.6 A summary of the content that is currently taught during each Year Group is outlined at Appendix 5.

9. Resources and Delivery of Curriculum

9.1 We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

9.2 At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a stand alone lesson.

9.3 Pupils will be taught about LGBTQ+ from Early Years onwards and formally in Upper Key Stage 2; however we will always consider the development and maturity of pupils before teaching this topic.

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

9.4 The schools ensures that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

9.5 We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

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

9.7 Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils.

We are currently developing our resources to support the delivery of this curriculum and have committed to invest in appropriate literature and supporting materials.

External Partners

10.1 External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

10.2 Before delivery of the session the school will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

10.3 The school will ensure any external partner complies with the Child Protection and Safeguarding Policy.

10. Links with other curriculum areas

The school seeks to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:-

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

11. Consultation with parents and carers

12.1 We understand the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

12.2 Parents are carers are provided with the following information via our school, and DDMAT, websites:

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

12. Right to withdraw from sex education (See Appendix 5)

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

13.2 Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will 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. The head teacher will document this process to ensure a record is kept.

13.3 The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes 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

13.4 Once those discussions have taken place, the Head teacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum. (Please see request form in Appendix 5)

13.5 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.

13.6 The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

13.7 If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

13.8 Where there is shared parental responsibility, both parties should, where possible, reach a shared agreement to request that their child is withdrawn from sex education.

13. Staff training

14.1 All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

14.2 Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

14.3 Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

14. Bullying and Confidentiality

15.1 The school has a zero tolerance approach to bullying. Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy.

15.2 Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

15.3 If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

15. Monitoring and evaluating the policy

16.1 This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.

16.2 This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The local Academy Council is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy Agreed by Academy Council	**Draft at the moment out for consultation with parents**
Review Date	**Annually**
Link Governor	**Dr Sarah Haynes (Chair)**

Appendix I

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[1]

In The Durham Diocesan MAT we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral

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[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

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

framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

16. That families are important for them growing up because they can give love, security and stability.
17. 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.
18. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
19. 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.
20. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
21. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

30. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
31. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
32. The conventions of courtesy and manners.

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

Online relationships

By the end of primary school, pupils will know:

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

Being safe

By the end of primary school, pupils will know:

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

Appendix 3
Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

54. That mental wellbeing is a normal part of daily life, in the same way as physical health.
55. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
56. The scale of emotions that humans experience in response to different experiences and situations.
57. 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.
58. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
59. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
60. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
61. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
62. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
63. 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.
64. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

65. That for most people, the internet is an integral part of life and has many benefits.
66. About the benefits of rationing time spent online.
67. The risks of excessive time spent on electronic devices.
68. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
69. How to consider the effect of their online actions on others.
70. How to recognise and display respectful behaviour online.
71. The importance of keeping personal information private.
72. Why social media, some computer games and online gaming, for example, are age-restricted.
73. 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.

74. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
75. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

76. The characteristics and mental and physical benefits of an active lifestyle.
77. 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.
78. The risks associated with an inactive lifestyle, including obesity.
79. 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:

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

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

84. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
85. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
86. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
87. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
88. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
89. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

Appendix 4

Outline of Relationships Education, Sex Education and Health Education per year group.

The school plans a progressive curriculum, topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. A summary of the content that is currently taught during each Year Group is including in the **DDMAT Programme of Study for Relationships Education, Sex Education and Health Education (see attached)**

Appendix 5

Right to be excused from sex education (commonly referred to as the right to withdraw)

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department (of Education) continues to **recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils**. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'
Statutory guidance, Relationships education (Primary), Updated 25 July 2019

Parents and carers 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 headteacher 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.

Good practice is also likely to include the headteacher discussing with parents and carers 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. It should be noted that the detrimental effects maybe mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances for example where there are child protection concerns, the school should respect the parents' and carers' request to withdraw the child.

This process is the same for pupils with Special Educational Needs and / or Disabilities. However there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. **There is no right to withdraw from Relationships Education or Health Education.**

Headteachers **should** grant a request to withdraw a pupil from sex education covered in the **'Changing adolescent body'** unit, which includes:

- 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.
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Headteachers **cannot** grant a request to withdraw a pupil from any sex education delivered in primary schools, as part of the science curriculum. This includes:

Key Stage 1 - Year 2

Animals, including humans
Statutory requirements
Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)
Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 - Year 5
Living things and their habitats
Statutory requirements
Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans
Statutory requirements
Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)
Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents / carers	
Name of child	
Class	
Name of parents / carers	
Reasons for withdrawing from sex education	
Any other information you would like school to consider	
Parents (s) / carer (s) signature	
Date	
To be completed by school	
Agreed actions from the discussion with parents / carers Include notes from the meeting	

Parental Responsibility

Where there is shared parental responsibility, both parties should, where possible, should reach a shared agreement to request that their child is withdrawn from sex education.

Either parent can request to withdraw a child from sex education. If there is a disagreement the other parent would need a prohibited steps order.

https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility

Key effects of a father or second female parent acquiring parental responsibility *Is this a title? If so, maybe should have capitals, otherwise a little confusing.*

When a father or second female parent acquires parental responsibility they:

- can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education

Prohibited steps order

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example One parent wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent.