

Relationships, Sex and Health Education Policy



Relationships, Sex and Health Education Policy

The Purpose of this policy

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to relationships and sex education (RSHE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSHE education programme.
- Provide a basis for evaluating the effectiveness of the school RSHE programme.
- Reinforce the role of the schools in contributing to local and national strategies.

Aims

The aims of relationships, health and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Develop the confidence to seek help, support and advice

Statutory Requirements

As a maintained junior school with primary aged pupils, we must provide relationships education as per section 34 of the [Children and Social work act 2017 for primary aged pupils and relationships and sex education](#). We must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

For Primary aged pupils, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. As a school we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils.

At Wrockwardine Wood CE Junior School, we teach RSHE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – RSHE task group comprising of teaching staff, PSHE, Science, Computing, R.E. P.E. Leads, School Governors and parents of students pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity, as pupils progress from the primary to secondary phase of school.

RSHE involves a combination of sharing information, and exploring issues and values, which our pupils understand through accessible education.

RSHE is **not** about the promotion of sexual activity.

Curriculum

Our RSHE curriculum aims to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognising the extraordinary and wondrous in everything that we plan across our curriculum. When coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness' (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our RSHE offer supports the pupil's cultural capital as we are able to offer experiences, opportunities and contexts that they perhaps are not exposed to outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary. It is underpinned by the statutory expectations as set out by the DfE in Appendix 1. Our RSHE curriculum is based on all statutory elements of the curriculum, using a wide range of resources to meet the needs of our children.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 2.

Delivery of the curriculum

RSHE, including biological aspects of RSE, are taught within our personal, social, health and economic (PSHEE) education curriculum. Links to RSHE are also made within our science curriculum.

At Wrockwardine Wood CE Junior School, our Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

Our Health Education has a strong focus on emotional and mental health and wellbeing. This is taught through the following content:

- Mental wellbeing
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

It is important to explain that whilst our Relationship unit covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere across the year, for example, in our Celebrating Difference unit, which helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Whilst the Healthy Me unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere in our curriculum, through a wide range of resources.

Teaching children about puberty is now a statutory requirement, which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand. At Wrockwardine Wood CE Junior School, this is taught as part of our Changing Me unit.

For more information about our RSHE curriculum, see Appendix 2.

Relationship to other policies : This policy has links to School policies on Safeguarding, Child Protection, Health and Safety, Confidentiality, PSHE, Healthy Schools, School Visits, Manual Handling and personal care, Anti-bullying Policy, Equality Policy, Science, P.E. Computing. R.E. D&T.

The Governing body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

Staff

Staff are responsible for:

- Teaching aspects that pupils will acquire through their development, such as understanding the term 'private'
- Delivering RSHE in a sensitive way, ensuring that all pupils and students understand the terminology
- Revisiting learning
- Adapting learning to meet the learning needs of the pupils and students
- Using appropriate vocabulary
- Modelling positive attitudes to RSHE
- Monitoring progress

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff responsible for the teaching and delivery of our RSHE curriculum are:

Mrs Louise Brindley-Jones (Year 3 teacher)

Mrs Amy Butters (Year 3 teacher)

Miss Ivy Cheng (Year 4 teacher)

Miss Lizzy Turner (Year 4 teacher)

Miss Hannah Bryne (Year 5 teacher)

Miss Ashleigh Husslebee (Year 5 teacher)

Mrs Kerry Slow (Year 6 teacher)

Mrs Emma Jackson (Year 6 teacher)

Miss Kate Steventon (Year 5/6 teacher)

Staff with additional responsibilities relating to the monitoring of our RSHE Curriculum:

Mrs Louise Brindley-Jones – PSHEE Lead, RE Lead

Mrs Ruth Daily – Science Lead

Mrs Kerry Slow – PE lead

Miss A Husslebee – Computing Lead

Pupils and students

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Why is an RSHE curriculum needed?

There are four main aims for teaching RSHE within our PSHEE curriculum:

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and stay safe and ultimately, live a life in all its fulness.
- There is much independent research showing most parents and carers value the support of schools in providing Relationships and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be 'too little, too late and too biological.' This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

Parents' right to withdraw

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school. Sex education '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'.

For primary aged pupils, parents do not have the right to withdraw their children from relationships education, health education or any science aspects of RSHE. However, "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17.

At Wrockwardine Wood CE Junior School, puberty is taught as a statutory requirement of Health Education and is covered by our 'Changing Me' unit. We conclude that sex education refers to Human Reproduction, which is also taught across the school through our PSHEE curriculum. Consequently, parents and carers have the right to request their child be withdrawn from the PSHEE lessons that explicitly teach this.

We will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught (see Appendix 4). A Parent/Carer Workshop, led by the RSHE Lead will also take place during Summer Term 1. This meeting will further explain the content of the RSHE curriculum. Parents and carers will also have the opportunity to view some of the resources that we will use to teach our RSHE curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

In all cases, the Headteacher/PSHEE/RSHE Lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way, pupils and students will receive accurate information.

See Appendix 3 for the right to withdraw form.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "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 they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...'

At Wrockwardine Wood CE Junior School, we promote respect for all and value every individual child. Central to our Christian ethos is our aim of offering a community where everyone is a person, known and loved by God. We embody this through our Christian message of love, joy and the celebration of our humanity, without exception or exclusion.

We respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise. As a Church of England School, we do all that we can to ensure that all our children, families and staff, no matter their beliefs or identity, are kept safe and can flourish. We consistently ensure that we promote a welcoming culture for all our pupils, under the gospel mandate to 'love your neighbour as yourself.' It is at the heart of our Christian belief that all children are loved by God and are individually unique. Our mission is to help each of our pupils to fulfil their potential in all aspects of their being: physically, academically, socially, morally and spiritually, in order to

thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

Our collective worship highlights the importance of inclusivity, dignity and respect for all and is used as a further tool to enable our children to challenge prejudicial thoughts.

Professional Development and Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Staff have accessed the DfE training materials linked to all aspects of RE-RSE-HE.

Monitoring Arrangements

The delivery of RSHE is monitored by the Headteacher and PSHEE Lead through:

- Learning walks
- Book Looks
- Pupil Voice

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Louise Brindley-Jones (PSHEE/RSHE Lead) on an annual basis. At every review, the policy will be approved by the Headteacher and governing board.

Local and national guidelines

This policy has been written in consultation with the following guidance.

- Sex and Relationship Education Guidance July 2020
- QCA PSHE Curriculum Framework for Schools 2000

- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.

Appendix 1

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• 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 characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• 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 recognise 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 recognise 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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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

By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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 or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual 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 • 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

Appendix 2

RSHE Content Overview



RSHE Content Overview



	<i>Healthy Me</i>	<i>Relationships</i>	<i>Changing Me</i>
<i>Year 3</i>	<i>Exercise</i> <i>Fitness challenges</i> <i>Food labelling and healthy swaps</i> <i>Attitudes towards drugs</i> <i>Keeping safe and why it's important online and off line</i> <i>Respect for myself and others</i> <i>Healthy and safe choices</i>	<i>Family roles and responsibilities</i> <i>Friendship and negotiation</i> <i>Keeping safe online and who to go to for help</i> <i>Being a global citizen</i> <i>Being aware of how my choices affect others</i> <i>Awareness of how other children have different lives</i> <i>Expressing appreciation for family and friends</i>	<i>How babies grow</i> <i>Understanding a baby's needs</i> <i>Outside body changes</i> <i>Inside body changes</i> <i>Family stereotypes</i> <i>Challenging my ideas</i> <i>Preparing for transition</i>
<i>Year 4</i>	<i>Healthier friendships</i> <i>Group dynamics</i> <i>Smoking</i> <i>Alcohol</i> <i>Assertiveness</i> <i>Peer pressure</i> <i>Celebrating inner strength</i>	<i>Jealousy</i> <i>Love and loss</i> <i>Memories of loved ones</i> <i>Getting on and Falling Out</i> <i>Girlfriends and boyfriends</i> <i>Showing appreciation to people and animals</i>	<i>Being unique</i> <i>Having a baby</i> <i>Girls and puberty</i> <i>Confidence in change</i> <i>Accepting change</i> <i>Preparing for transition</i> <i>Environmental change</i>
<i>Year 5</i>	<i>Smoking, including vaping</i> <i>Alcohol</i>	<i>Self-recognition and self-worth</i>	<i>Self- and body image</i>

	<p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including NF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
Year 6	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>

Appendix 3: Parent form: withdrawal from sex education within RSHE

Wrockwardine Wood CE Junior School – Parents Request to withdraw their child from the non-statutory/non-science aspects of the curriculum

TO BE COMPLETED BY PARENTS				
Name of child		Class		Child's D.O.B
Name of parent		Date		
Reason for withdrawing from sex education within relationships and sex education				
Any other information you would like the school to consider				

TO BE COMPLETED BY PARENTS

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from
discussion
with parents

School
signature and
date

Appendix 4

Dear Parent / Carer

I am writing to inform you about our upcoming RSHE (Relationship, Health and Sex Education) PSHEE unit that will be taught across the school in Summer Term 2.

'At Wrockwardine Wood CE Junior School, puberty is taught as a statutory requirement of Health Education and is covered by our PSHEE curriculum, in the 'Changing Me' unit. We conclude that sex education refers to Human Reproduction, which is also taught across the school through our PSHEE curriculum.

Consequently, parents and carers have the right to request their child be withdrawn from the PSHEE lessons that explicitly teach this.' Taken from Wrockwardine Wood CE Junior School RSHE policy.

Why is an RSHE curriculum needed?

More than ever before, our children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and stay safe. There is much independent research showing most parents and carers value the support of schools in providing Relationships and Sex Education for their children. Parents and schools want children to be safe and happy. A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people. Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be 'too little, too late and too biological.' This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

Although we believe that teaching our children about healthy relationships is essential in helping them to make the right choices and stay safe, parents do have the right to request their child be withdrawn from the PSHEE lessons that explicitly teach the biological (scientific) aspects of human reproduction i.e. Year 4, Lesson 2 (Having a baby) Year 6, Lesson 4 (Conception, birth). However, parents **are not** able to withdraw their child from any aspects of RSHE taught within the science curriculum, relationships education or health education.

If you wish for your child to be withdrawn from the PSHEE lessons that teach human reproduction, you will be required to submit this in writing to Mrs Cartwright using the form within the RSHE Policy (Appendix 3) which can be found on our school website.

If you have any concerns or queries regarding our RSHE curriculum, please do not hesitate to contact myself or T Cartwright via the front office, using the details outlined on the top of this letter.

Thank you for your continued support,

L Brindley-Jones
PSHEE and RSHE Lead