

Belleville Primary School

Relationships and Sex Education Policy

Agreed by Governors: May 2018

Next review due: May 2021

This policy is based on:

Sex and Relationship Education Guidance DfES 2000

Sex and Relationships Education Guidance to Schools (Consultation) DCSF 2010

1. What is Sex and Relationships Education?

1.1 Definition

Relationships and Sex Education (RSE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships.

1.2 Explanation

RSE teaches children and young people to develop values and attitudes, learn personal and social skills, and increases their knowledge and understanding to enable them to make informed decisions and healthier life choices.

RSE makes an essential and significant contribution to safeguarding children during their school-age years and into the future. It enables children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing and that of others.

It is important that children start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed.

RSE equips children with the values, skills and knowledge to understand and deal appropriately with social and cultural pressures (including in the media).

2. School Statement

At Belleville Primary School we believe that Relationships and Sex Education (RSE) plays a vital role in helping and supporting children through their physical, emotional and moral development. Effective RSE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, are informed and comfortable with their bodies, understand the changes during puberty, are healthy and are physically and emotionally safe.

RSE teaching at Belleville Primary School is set in the context of clear values; most importantly the value of loving and stable relationships (including marriage). It teaches children to develop values, attitudes, personal and social skills, and increases their knowledge and understanding to make informed decisions and choices.

3. Aims

Through the curriculum we aim to support, teach and encourage children (at an appropriate stage in their development) to:

3.1 Enjoy the positive benefits of loving, rewarding and responsible relationships:

- Have the confidence and self esteem to value themselves and others
- Understand about the range of relationships, including the importance of family for the care and support of children

- Develop their confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people
- Understand the consequences of their actions and behave responsibly within relationships

3.2 Be informed and comfortable with their bodies; understand the changes during puberty:

- Be able to name parts of the body and understand how their bodies work
- Ensure that children are prepared for the physical development of their bodies as they grow into adults
- Understand emotional changes during puberty
- Develop a respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- Understand the role the media plays in forming attitudes and stereotypes

3.3 Be healthy and emotionally safe:

- Understand good hygiene and other health practices
- Be able to recognise unsafe situations, know how they can protect themselves and know where to ask for help and support
- Develop an awareness of sex abuse/exploitation, and what they should do if they are worried about any sexual/physical/emotional matters.

4. Principles underpinning RSE

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in helping children develop the skills to live confident, healthy and independent lives.

All RSE content should be:

4.1- Factually accurate and evidence-based

Teachers should make a clear distinction between factual information and people's views and beliefs. Only the correct biological names for body parts will be used.

4.2 - Age-appropriate

RSE should be appropriate to the age and maturity of children. The scheme of work for RSE is developmental and builds on learning year by year. Please see related points 8 and 9 in this policy.

4.3 - Sensitive to faith and cultural perspectives

Faith and cultural beliefs have an important role in shaping children's views about sex and relationships. It is right, therefore, that in helping children to make positive and informed choices, faith and cultural perspectives are considered alongside the law and medical facts. Teaching includes the perspectives of a range of different faiths as part of the context for discussions about sex and relationships.

At the same time, however, RSE is about preparing children for the responsibilities and challenges of adult life and so all children should be provided with regular and sustained opportunities to develop the knowledge, skills and values they will need in the future to make safe, healthy, responsible and caring choices.

4.4 - Promote equality, inclusion & acceptance of diversity

RSE must be aware of and responsive to the diverse faith, cultural and family backgrounds of children and also to abilities, gender and sexual orientation. RSE promotes awareness, respect and understanding for the wide range of practices and beliefs relating to sex and relationships within our society. See point 14 in this policy.

4.5 Promote strong and stable relationships

RSE should provide sufficient focus on personal and social relationships. RSE should help children to understand the importance of stable and loving relationships for family life. RSE should help children to build the resilience they need to cope with change and loss when there is disruption in family structures for example, due to bereavement or separation.

4.6 Increase awareness of Rights and Responsibilities

RSE should provide children with a clear sense of rights and responsibilities in relation to sex and relationships. This should include explanation of the law as it applies to relevant issues. For example RSE should, in an age appropriate manner:

- inform children about their right to say no, what consent really means and the nature of abuse and exploitation. It should also teach about the responsibility not to put others under pressure to engage in sexual activity.
- clarify rights relating to equalities and also explain responsibility not to discriminate or cause others distress based on their sexual orientation, gender, belief or their personal choices relating to sex and relationships
- support children with the skills needed to fulfil their rights and responsibilities, including assertiveness, negotiation and accessing help and advice.

5. What should be taught in RSE

RSE has three main elements:

5.1 Values and attitudes

Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of learning and moral development. There are clear values that underpin RSE including:

- mutual respect,
- the value of family life and of loving and stable relationships in bringing up children
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- acceptance of diversity, and
- that violence and coercion in relationships are unacceptable

5.2 Knowledge and understanding

RSE should also increase children's knowledge and understanding at appropriate stages by:

- learning and understanding emotional and physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning how to resist unwelcome pressures to be sexually active
- understanding the legal aspects of sexual behaviour
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning about the impact of coercion and violence and understanding that consent is critical.

5.3 Personal and social skills

As well as knowing facts, it is important that children develop personal and social skills to make informed decisions and choices, including:

- learning to identify their own emotions and those of others
- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- communicating openly and respectfully about sex and relationships
- making and carrying out decisions
- developing an appreciation of the consequences of choices made
- coping with and resisting unwelcome peer pressure
- managing conflict

- learning how to identify risk,
- recognising and avoiding exploitation and abuse, and
- asking for help and accessing advice and services.

6. Content and Organisation

Belleville aims to provide a programme of RSE predominantly through the PSICHE and science curriculum.

We focus on teaching children about relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up. (See Appendix 1).

7. Management

There is a designated PSICHE leader to oversee the planning in the school. The leader will be responsible for informing the rest of staff about new developments, and the Headteacher for the need of training. The leader will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors). The leader will monitor planning and resources to ensure they fulfil the RSE policy and any associated guidance. The leader will review the schemes of work and associated teacher guidance annually.

8. Meeting individual pupil's needs

The RSE curriculum needs to have flexibility to address the specific needs of the pupils in any group. All RSE materials should be inclusive and show positive images of children and adults from a range of backgrounds and encourage safe, rewarding, responsible relationships.

Within a class, children will have differing levels of ability and maturity. Teachers should respond to children's questions at their level whilst balancing the needs of the whole class. Sometimes individual children will ask questions and raise issues that are much more advanced than their peers. In this case the teacher can defer the question so that it can be answered in one to one setting. Questions may also be referred back to parents/carers if necessary.

If the question raises cause for concern about safeguarding the teacher should discuss this with the designated school child protection officer to agree next steps.

Classroom support from teaching support staff (teaching assistants, learning support assistants and learning mentors) helps ensure that the needs of individual children can be met. See point 10 in this policy.

9. RSE for pupils with Special Educational Needs and Disabilities (SEND)

RSE should help all children understand their physical and emotional development and enable them to make positive decisions in their lives. The Education Act 1996 ensures that children with SEND have the same entitlement to sex education as their mainstream peers.

Timing, methods and learning processes will differ according to their needs.

It is important to acknowledge the physical and emotional development of these children and differentiate materials accordingly. Teachers will be expected to liaise with the SENCO/PSICHE leader/relevant outside agencies as necessary to plan a relevant curriculum to meet the needs of these children.

10. Role of teaching support staff

Teaching support staff play an invaluable role in supporting delivery of RSE but should not be used as a substitute for teachers.

Teaching support staff may run small group/individual RSE sessions outside of full class teaching to meet the needs of particular children. These sessions must comply with the RSE policy and any associated guidance and are fully directed by the teacher/PSCHE leader/SENCO.

11. Teaching techniques

Schools have an important role in helping children develop the vocabulary and confidence to talk, listen to others and think critically about sex and relationships. There are a number of teaching strategies that can help this, for example:

- establishing and maintaining ground rules to create a safe learning environment and to make confidentiality procedures clear
- responding to / being conscious of pupils' existing knowledge and experience
- using 'distancing' techniques;
- using interactive learning methods that support participation and encourage reflection

Additional guidance and training for teachers/teaching support staff will ensure these techniques are used effectively and within the school's RSE policy.

12. Assessment

The elements of RSE that form part of the science curriculum at Key Stages 1 and 2 must be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of RSE should be assessed as part of the overall PSCHE education provision.

13. Staff Responsibilities

In order to reassure parents/carers, children and governors that the personal beliefs and attitudes of teachers (including teaching support staff involved in delivery of RSE) will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed at point 3 in this policy, follow this policy and any other guidance provided by the school.

Teachers and all staff working in school have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust. Sexual relationships involving children under 16 constitute a criminal offence. A sexual relationship between a member of staff and any pupil is a breach of that trust. Such behaviour will be regarded as gross professional misconduct on the part of the teacher and will result in disciplinary action. If a decision is made to dismiss, this may also lead to a teacher being barred from further employment service by the Secretary of State.

Teachers and support staff who are concerned in any way that a child is at risk of sexual or any other kind of abuse must follow the school's Safeguarding Children Policies and procedures (child protection). They cannot, therefore, offer unconditional confidentiality to children. All staff should follow the school's confidentiality policy.

14. The role of governors

Governors have a key strategic role in ensuring that RSE is of a high quality and meets the needs of children and the communities the school serves. It is the responsibility of the school governors to ensure that the RSE policy is up-to-date and fit for purpose.

15. Diversity Issues

RSE promotes awareness, respect and understanding for the wide range of practices and beliefs relating to sex and relationships within our society even if the beliefs are not shared by all.

15.1 Family/home life

The DfEE's *Sex and Relationship Education Guidance* stresses the need for the value of family life to be emphasised in RSE. RSE teaching must consider and be sensitive to the broad range of experiences of family life for children, including: single parent families; unmarried parents; divorced/separated parents; parents who have non-monogamous relationships; lesbian, gay or bisexual parents; living between two homes; foster homes; young people in residential homes; living with relations other than biological parents.

15.2 Sexual orientation

The guidance is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support (*Sex and Relationship Education Guidance DfEE, July 2000*). Section 28 of the 1988 Local Government Act, which made it an offence for a local authority to 'promote homosexuality as a pretended family relationship', does not apply to schools.

The issue is neither one of pro- or anti-homosexuality nor of pro- or anti-heterosexuality. It is one of developing children's understanding. If appropriate, teachers can discuss different sexual orientation and sexualities, but they cannot promote any in particular. The DfEE's *Sex and Relationship Education Guidance* recognises that all children and young people, whatever their sexual orientation, have an entitlement to good and relevant RSE.

15.3 Female Genital Mutilation (FGM)

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reason (World Health Organisation). The practice of FGM is more prevalent in some communities than others. FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

Although there is no specific teaching of FGM issues in the curriculum, the issues may arise given the nature of RSE content and lessons. All staff, as part of their Safeguarding and Child Protection training must have knowledge of three key issues:

- Specific factors that may heighten a girl's or woman's risk of being affected by FGM
- Indications that FGM may be about to take place soon
- Indications that FGM may have already taken place

All staff should follow Safeguarding procedures if they have concerns about a child and FGM.

16. Working with parents/carers

Parents have a unique emotional relationship with their child, knowledge of their maturity and can respond to their questions about sex and relationships more spontaneously as they arise. However, the amount of RSE provided at home is variable and schools have a duty to ensure all children have quality RSE.

It is essential that Belleville School helps parents to understand what topics are taught and when, the style of teaching and the values that underpin RSE. This information needs to be provided in good time to allow for discussions with individual parents/carers to take place before the lessons and to provide additional support as necessary.

17. Procedures for Pupil Withdrawal from RSE

Surveys have shown that the majority of parents and carers want schools to teach RSE. Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of RSE provided at school except for those parts included in the National Curriculum.

A pupil cannot be withdrawn from sex education where this is taught in the Science National Curriculum. Hence, children who are withdrawn from PSCE lessons will still receive biological information but not taught in the context of relationships.

Parents/carers have a legal right to withdraw their children from RSE taught outside of the Science National Curriculum – but if they choose to withdraw their children from school provision they have a responsibility to provide alternative RSE.

The school will send a letter (see example at Appendix 2) detailing what is to be covered and informing parents/carers of the procedures should they wish to withdraw their child from all or some of the RSE content before the lessons take place.

If a parent/carers is considering withdrawing their child, a discussion must take place to make sure they are aware of:

- what will be taught and how
- how the school will support them in fulfilling their responsibility to provide RSE at home, and
- that aspects of RSE could arise naturally from class discussion outside of the designated lessons.

18. Addressing sexual, sexist and transphobic bullying through a whole school approach to RSE

Sexist, sexual and transphobic bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normative gender roles.

These types of bullying are commonly underpinned by sexist or transphobic attitudes. By working to prevent this type of bullying from taking place, schools can safeguard the welfare of their pupils, while at the same time playing their part to create a society in which people have positive attitudes to difference and treat each other with respect.

Any incidents of sexual, sexist and transphobic bullying should be addressed using the school's behaviour management, anti-bullying, safeguarding and child protection policies as appropriate.

19. Media and communication technologies

19.1 In the media

Children gain much information about sex and relationships from a wide range of sources. This information is often confusing, contradictory or inaccurate.

The school therefore has a responsibility to prepare children for the opportunities, responsibilities and experiences of adult life by educating them in sex and relationships in a balanced, objective and accurate way. This will also include consideration of how the media influences attitudes and stereotypes.

19.2 Communication technologies

The use of mobile phones, email, instant messaging or websites to transmit rumours or circulate inappropriate or explicit images to a wide audience has been found to be a particular concern in terms of sexual bullying or exploitation. Children are taught safe use of communication technologies as part of RSE when appropriate and through the PSCH curriculum focus on e-safety. Incidents of misuse of communication technologies will be handled using the school's behaviour management, anti-bullying, safeguarding and child protection policies as appropriate.

20. The role of visitors

All visitors to the classroom should work within Belleville School's RSE and Confidentiality policies. The teacher should ensure that the contribution of visitors fits within the scheme of work for RSE and enhances learning. Responsibility for RSE lies with the school, and the input from a visitor should never be a substitute for a planned and coordinated school RSE curriculum.

21. Availability of the RSE policy

All parents/carers should be made aware of the policy and be able to access this alongside the Confidentiality policy.

Appendix 1 – Curriculum Overview Example

	Year 1	Year 2	Year 3	Year 4
Lesson 1	Describe different types of changes (<i>quick, slow, easy, difficult, ones we have a choice and ones we don't have a choice over</i>)	How we know we care for people and people care for us (<i>focus on extended families and friends</i>), different types of families	How can change be positive, what would the world be like without change?	Why some changes are difficult, how does this make us feel?
Lesson 2	Feeling jealous and proud, new people in your family	How to manage our feelings when we are missing people we care for who have gone away	How do different changes make us feel? How can we manage difficult feelings about change?	Coping with difficult changes
Lesson 3	RSE How to keep clean, when do we need help to look after ourselves and when can we do it by ourselves	RSE How boys and girls are similar and different, stereotypes of what boys and girls do and like	RSE Physical difference between male and female bodies (<i>including penis, testicles, vagina and nipples</i>), linked to reproduction in context of pets	RSE Stages in the human lifecycle especially from baby to child, at what stage can humans reproduce?
Lesson 4	RSE Differences between boys and girls (<i>penis and vagina</i>), human life cycle stages, choices as an adult (<i>clothes, job, marriage, children</i>) and what we don't have a choice over (<i>growing and bodies changing</i>)	RSE Difference between male and female bodies (<i>penis and vagina</i>), importance in animal life cycle (<i>context of cats having and feeding kittens</i>)	RSE Different types of touch, personal space, what to do if feeling uncomfortable with someone, how to get help	RSE Recap male and female body parts (<i>including penis, testicles, vagina, clitoris, ovaries, nipples</i>), physical changes in <i>puberty</i> (<i>breasts, hips, muscles, sperm, egg, pubic hair</i>), that these changes mean that adults can choose to have a baby in the future, different types of family (<i>including adoption</i>)
Lesson 5	RSE How families can be similar and different, how families care for each other	RSE Naming male and female body parts (<i>including penis, testicles, vagina, clitoris, nipples</i>), what is the same, what is different, keeping clean and safe	RSE Different kinds of families, how families look after each other	RSE How hormones in puberty cause physical changes (<i>including monthly period and sperm being produced</i>) and emotional changes (<i>moods, attraction to others</i>), things to look forward to in puberty (<i>more independence etc</i>)

	Year 5	Year 6
Lesson 1	How our negative feelings about change can affect our behaviour, how to cope with these feelings	Coping with change, why can change be difficult and how it makes us feel
Lesson 2	How we can react to situations differently because of our personal history or feelings (called 'sore spots'), how to behave responsibly when we are upset	RSE Body parts as in previous years plus: <i>vulva, clitoris, foreskin, circumcision</i> . Physical and emotional changes during puberty for boys (<i>erections, wet dreams, voice breaking, ejaculation</i>) and girls (<i>periods, breast development, hips widening</i>), recap of basic of reproduction (<i>egg and sperm meet</i>), anxieties about being different from others their age
Lesson 3	RSE Why we change in puberty (<i>change to adult bodies that can reproduce</i>), main physical and emotional changes for: -boys (<i>erections, voice breaking, testicles lowering</i>) -girls (<i>breasts developing, periods start</i>) -both (<i>body hair, pubic hair, sweat more, skin changes, growth, more moody, may start to have sexual feelings towards boys/girls, wanting more independence</i>)	RSE Different types of relationships and appropriate touching for these (<i>friends, family, sexual relationships</i>), importance of consent for sexual touching, what are sexual feelings (<i>includes how adults may choose to express these through sexual touching of themselves or others, having sex</i>), what to do if feel uncomfortable or worried.
Lesson 4	RSE Detail of: -male body and changes (<i>including testicles, sperm, semen, scrotum, urethra, erections and 'wet dreams'</i>) - female body and changes (<i>including vagina, urethra, fallopian tube, egg, discharge, what happens in a period and sanitary wear</i>) -how our emotions change in puberty. + Follow up separate boys and girls session to allow children to ask questions without the other gender there.	RSE Sexual intercourse within relationships, consent, conception and birth, different ways to have a child (<i>including adoption, fostering, IVF etc</i>), the age of consent and how this protects young adults. + Follow up separate boys and girls session to allow children to ask questions without the other gender there.
Lesson 5	RSE How to take care of ourselves during puberty, hygiene, peer pressure (<i>especially about how we look</i>), where to get help, advice and support	RSE Changing emotions in puberty, moods, body image, fancying/having a crush on someone else, gender stereotypes, changing relationships in puberty (<i>e.g. with friends, family, parents, peers</i>), peer pressure, independence, falling out, where to get help with changes, worries and questions in puberty
Lesson 6		RSE Communication in relationships, including over internet/social media, real life vs online life, privacy, sending pictures and messages, how to get help and advice.

Appendix 2 – Letter to Parents and Carers Example

Personal, Social, Citizenship and Health Education (PSCHE)

Dear Parent/Carer,

This half term, we will be looking at ‘Changes and Sex and Relationship Education (RSE)’ in your child’s PSCHE lessons in school. The lessons on changes focus on different types of changes that can happen in our lives and how to cope with change.

Why do we teach Relationships and Sex Education (RSE)?

Children can start to go through puberty from the age of 8 (Year 3) and the physical and emotional changes that take place can be very confusing, and even frightening, if they do not accurately understand what to expect.

Children need help to make sense of the messages they have may picked up (including from the media) about our bodies, puberty and how a variety of relationships work (e.g. with friends, parents and carers, family members, romantic and sexual relationships). Being aware of and able to talk about their body, relationships and feelings is vital for children to stay safe and seek help if they feel at risk or are being harmed.

Sex and Relationships Education (RSE) is important to help and support children through their physical, emotional and moral development. It helps children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It makes sure they are informed and comfortable with their bodies; that they understand the changes during puberty; that they are healthy and are physically and emotionally safe.

How is RSE taught at Belleville?

RSE teaching at Belleville is set in the context of clear values, most importantly the value of loving and stable relationships (including marriage). It teaches children to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and choices when they are adults.

RSE teaching at Belleville recognises and acknowledges the diversity of people, faiths, cultural backgrounds, family structures and relationships. It promotes awareness and understanding of the wide range of practices and beliefs relating to sex and relationships within our society without promoting any particular practice or belief as right or wrong.

What will be taught in RSE and how will it be taught?

The training and guidance given to teachers ensures that the personal beliefs and attitudes of teachers will not influence their teaching of RSE. The teachers have a clear plan of what they are teaching and resources they have been given fit with the school’s policy. The teachers will only use biological language to name and describe body parts and the children will be expected to do the same. Clear ground rules are set so that children understand that personal comments or questions, from teachers or children, are not an appropriate part of the lesson.

Children will be encouraged to ask questions and teachers have clear guidance on how to handle children’s questions accurately whilst also being sensitive to the range of knowledge, beliefs and attitudes in the class:

1. Questions which are about the objective and content of the lesson and are generally age appropriate will be answered for the whole class.
2. Questions which ask for more detail than the whole class needs or which are not about the lesson focus will be answered later, one to one and away from the other children.
3. Questions which require a great deal of detail or are much more advanced than the lesson focus will be referred back to you as parent/carer so that you can judge how much and what you want your child to know at this stage.

A full break down of the planned lesson content for each year group is attached to this letter for your information and so you can see how the lessons progress as the children get older. A range of cartoons, diagrams, stories and videos will be used at an age-appropriate level. The RSE content will begin in week beginning 26th June for Years 1 – 5 and week beginning 19th June for Year 6.

The role of Parents and Carers in teaching children about Sex and Relationships

Parents and carers are the key people in educating their children about sex and relationships. Often, children want their parents/carers to be the first people who talk to them about sex and relationships. Parents and carers have a unique emotional relationship with their child and knowledge of their maturity and they can respond to their questions about sex and relationships more spontaneously as they arise. The teaching offered by school should complement and support the teaching you provide at home.

The following books may be useful to you for further guidance and advice (the school has sample copies if you wish to have a look at them):

‘Sex ed. – How to talk to your kids about sex’ by Dr Laura Berman

‘Let’s talk about Sex’ by Robie H Harris & Michael Emberley

‘Great Answers to Difficult questions about Sex’ by Linda Goldman

Right to withdraw from RSE lessons

Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of RSE provided at school except for those parts included in the National Curriculum (*i.e. biological aspects of human growth and reproduction taught in science*). Parents/carers are not able to withdraw pupils from RSE that arises incidentally as part of any curriculum area, provided that such discussion is relatively limited. Hence, children who are withdrawn from RSE lessons will still receive biological information but it will not be taught in the context of relationships.

If you are considering withdrawing your child from part or all of the RSE lessons please discuss this with your child’s class teacher, either in person or by phone, as soon as possible.

More information

If you need more information or have any questions, please speak to your child’s class teacher in the first instance. Copies of the school RSE Policy and the accompanying Confidentiality Policy are available on request from the school office or in the Governors section of the school website.

If this does not answer your query, please feel free to contact us on the playground, by phone or email

Yours