ST GEORGE'S



JUNIOR SCHOOL

SHREWSBURY

RSE Policy

OCTOBER 2020

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St. George's Junior School

Relationship and Sex Education Policy

Introduction

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

Definition

Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy has been reviewed and updated in consultation with teaching and support staff, parents and pupils and approved by Governors.

Date Review date

This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities and PSHE and Citizenship.

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

The social, ethnic and religious mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils will be involved and consulted.

Whole School approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a board and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

Pupils' questions will be responded to by staff (teaching and non teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

School staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise. A question box technique is used.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

Where a pupil who is withdrawn from RSE asks a question relating to sex education content teachers will offer a 'holding response' and following discussion with a senior staff member will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding polices will be followed.

Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

Organisation

The main delivery of RSE is through PSHE, but some aspects will, in addition be addressed through other subject areas such as science, PE and RE and health education as part of PSHE.

We follow the Islington Council: You, Me and PSHE scheme. This is a comprehensive and engaging planning resource which has been quality assured by the PSHE Association. (Appendix 1.) We also use the Shropshire Respect Yourself: RSE programme. (Appendix 2.) This is an award-winning programme with the quality kite mark from the PSHE Association. It is based upon national good practice criteria and Shropshire young people's priorities The majority of Shropshire schools, including our feeder secondary schools use the programme. The RSE Transition programme for year 6 & 7 ensures cross phase co-ordination.

RSE is delivered as whole lessons across 5/6 weeks on a class basis as a block module. These are lessons delivered by class teacher. Teaching assistants and members of the pastoral team support help with delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies. We adhere to Shropshire guidance, (available on Learning Gateway).

Guidance is provided on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or

small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

Aims

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to respond to pupils' questions and capitalise on the fascination and interest that children have about their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self- respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

Our scheme of work aims to:

- 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
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- 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
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Develop the confidence to seek help, support and advice

And the purpose of relationship and sex education includes the following:

- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.

- To develop skills in personal relationships e.g. communication, assertiveness, decision-making.
- To build and develop the self-esteem of all pupils.
- To promote equal opportunities for all.
- To help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes.
- To counteract misleading folklore, myth and playground rumours and false assumptions.
- Develop the confidence to seek help, support and advice

Content

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data.

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Pubic Health England and CEOP.

The Shropshire Respect Yourself: RSE programme is a spiral curriculum starting at year 1 to year 11. There are age appropriate lessons and resources for each year group and key stage (Appendix 3.) We also follow the Islington Council You, Me and PSHE scheme. (Appendix 1.) The RSE element of the curriculum is taught within the context of health and wellbeing and our emotional and mental health curriculum.

When focusing on the changing adolescent body, the emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of healthy lifestyle approach. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

The programme complements the science curriculum:

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE (Appendix 4.)

Assessment and monitoring

In RSE, pupils are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own learning and the learning of their peers.
A range of Assessment for Learning strategies are used, for example:

- Peer marking.
- Pupil's written annotations and evaluations of their own work.
- Use of talk partners.
- Verbal feedback from adults during and after the lesson for adjustment and refinement of skills.
- Questioning.
- Written feedback.

Assessment is used to inform planning and to facilitate differentiation. Our end of term assessments also identify pupils who need extra support and this feeds into our planning for the next term.

In addition, liaison with the pastoral team provides information to inform the programme in a flexible and responsive way.

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by, family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions. What is taught is ultimately a decision for school and agreed by governors. Consultation does not provide a parental veto on curriculum content.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to do this, they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with class teacher and head teacher. The head teacher will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

The head teacher will help parents identify and discuss the impact and implications of withdrawal for their child, including 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 feeling excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented and parents may be asked to put their request in writing. Resources and information regarding delivering sex education at home will be made available.

Role of Head teacher

It is the responsibility of the head teacher to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

Complaints Procedure

Any parents with concerns about this policy should discuss this directly with the head teacher. In the event that the concern cannot be dealt with, the Governors can be contacted via the complaint procedure.

Monitoring and review

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every three years.

The local governing body monitors our relationship and sex education policy.

The local governing body will give consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

Appendix 1

St. George's PSHE overview based on the You, Me and PSHE scheme

Year 3		
Autumn 1	Spring 1	Summer 1
Mental health and emotional wellbeing: Strengths and challenges **Pupils learn:** • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs	**Keeping safe and managing risk: Bullying – see it, say it, stop it** **Pupils learn:** • to recognise bullying and how it can make people feel • about different types of bullying and how to respond to incidents of bullying • about what to do if they witness bullying	**Physical health and wellbeing: What helps me choose?** **Pupils learn:** • about making healthy choices about food and drinks • about how branding can affect what foods people choose to buy • about keeping active and some of the challenges of this
Autumn 2	Spring 2	Summer 2
Identity, society and equality: Celebrating difference **Pupils learn:** Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community Pupils learn about belonging to groups (Year 3)	**Drug, alcohol and tobacco education: Tobacco is a drug** **Pupils learn:** • the definition of a drug and that drugs (including medicines) can be harmful to people • about the effects and risks of smoking tobacco and second hand smoke • about the help available for people to remain smoke free or stop smoking **Asthma lesson for Year 2, 3 or 4** • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.	Shropshire RSE unit

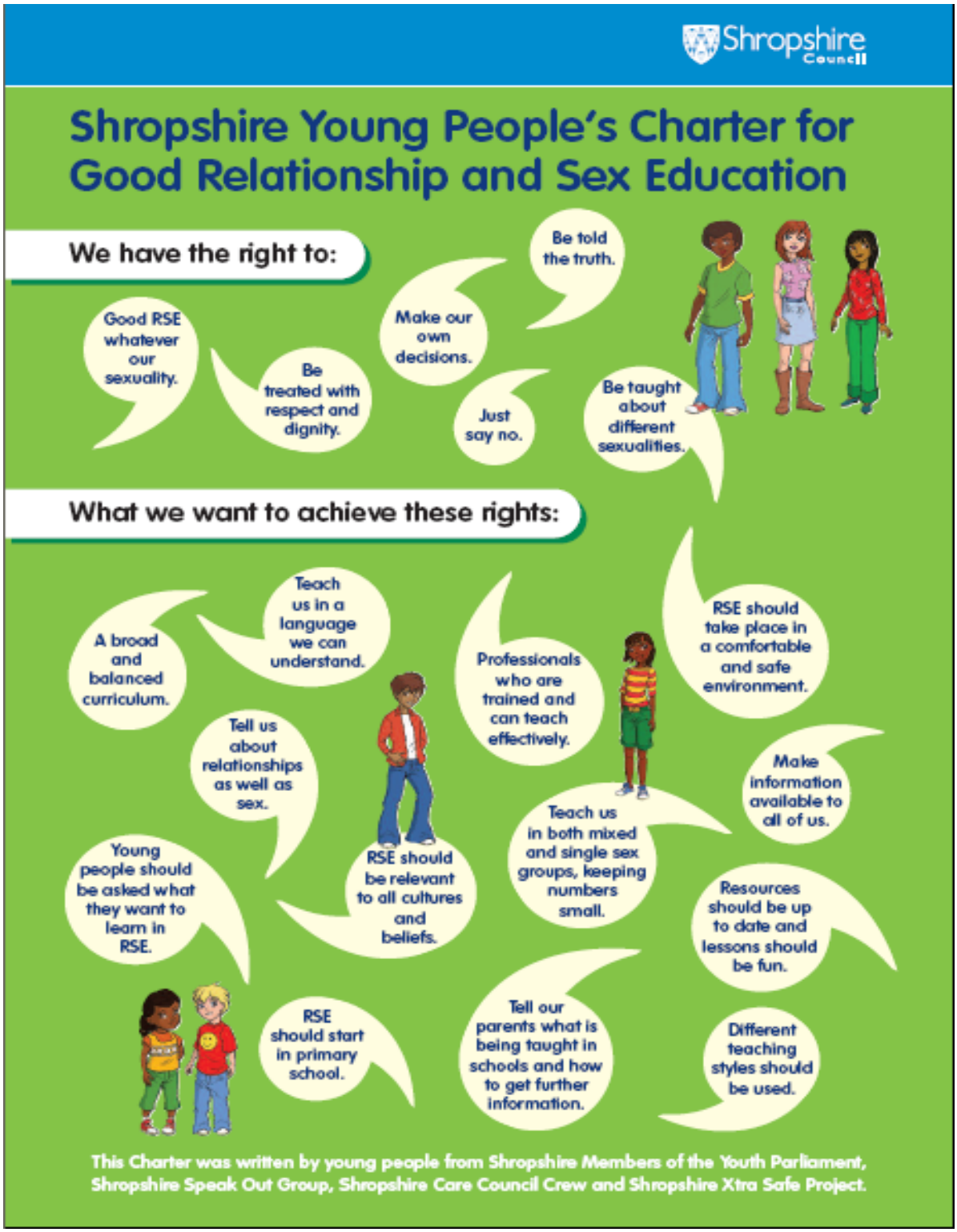
Year 4		
Autumn 1	Spring 1	Summer 1
Physical health and wellbeing: What is important to me? **Pupils learn:** Why people may eat or avoid certain foods (religious, moral, cultural or health reasons) About other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) About the importance of getting enough sleep	**Keeping safe and managing risk: Playing safe** **Pupils learn:** How to be safe in their computer gaming habits about keeping safe near roads, rail, water, building sites and around fireworks about what to do in an emergency and basic emergency first aid procedures	**Drug, alcohol and tobacco education: Making choices** **Pupils learn:** That there are drugs (other than medicines) that are common in everyday life, and why people choose to use them about the effects and risks of drinking alcohol about different patterns of behaviour that are related to drug use **Asthma lesson for Year 2, 3 or 4** That medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use
Autumn 2	Spring 2	Summer 2
Identity, society and equality: Democracy **Pupils learn:** About Britain as a democratic society About how laws are made learn about the local council	**Careers, financial capability and economic wellbeing: Saving, spending and budgeting** **Pupils learn:** • about what influences people's choices about spending and saving money • how people can keep track of their money • about the world of work	Shropshire RSE unit

Year 5		
Autumn 1	Spring 1	Summer 1
Physical health and wellbeing: In the media **Pupils learn:** • that messages given on food adverts can be misleading • about role models • about how the media can manipulate images and that these images may not reflect reality	**Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)** **Pupils learn:** • about stereotyping, including gender stereotyping • workshop from Diversity Role Models or Equaliteach • about prejudice and discrimination and how this can make people feel	**Careers, financial capability and economic wellbeing: Borrowing and earning money** **Pupils learn:** • That money can be borrowed but there are risks associated with this • about enterprise • What influences people's decisions about careers
Autumn 2	Spring 2	Summer 2
Mental health and emotional wellbeing: Dealing with feelings **Pupils learn:** • about a wide range of emotions and feelings and how these are experienced in the body • about times of change and how this can make people feel • about the feelings associated with loss, grief and bereavement	**Keeping safe and managing risk: When things go wrong** **Pupils learn:** • about keeping safe online • that violence within relationships is not acceptable • about problems that can occur when someone goes missing from home	Shropshire RSE unit

Year 6		
Autumn 1	Spring 1	Summer 1
Mental health and emotional wellbeing: Healthy minds **Pupils learn:** • what mental health is • about what can affect mental health and some ways of dealing with this • about some everyday ways to look after mental health • about the stigma and discrimination that can surround mental health	**Drug, alcohol and tobacco education: Different influences** **Pupils learn:** • about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis • about different influences on drug use – alcohol, tobacco and nicotine products • strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol	**Keeping safe and managing risk: Keeping safe - out and about** **Pupils learn:** • about feelings of being out and about in the local area with increasing independence • about recognising and responding to peer pressure • about the consequences of anti-social behaviour (including gangs and gang related behaviour)
Autumn 2	Spring 2	Summer 2
Identity, society and equality: Human rights **Pupils learn:** • about people who have moved to Islington from other places, (including the experience of refugees) • about human rights and the UN Convention on the Rights of the Child • about homelessness	**Drug, alcohol and tobacco education: Weighing up risk** **Pupils learn:** • about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs • about assessing the level of risk in different situations involving drug use • about ways to manage risk in situations involving drug use	Shropshire RSE unit

Appendix 2

Shropshire Young People's Good Practice Charter for RSE



Appendix 3

RSE overview

Shropshire Council

RSE Lesson Overview

	Year 1	Year 2	Year 3	Year 4	Year 5
Choices & Challenges (Consent)	KS1 Car wash Caring for pets People who care fro us Story time Body outline		KS2 Create a character Conscience alley Overheard conversation		
Changes	L1 Amazing Me L2 Same but Different L3 Animals & their Babies Resources: Me as a baby Song:'head,shoulders,knees,toes,' 'them bones' Same but different V1 Baby animals Book: Mummy never told me Boys and girls Living and non living things DVD: SENSE KS1 clips	L1 I can do L2 Being Safe Resources: Book: Boys& girls What can I do Growing up sequence Same but different V2 Animals M or F Body words DVD: SENSE KS1 clips	L1 Growing Up L2 Changes L3 Facts and Fiction Resources: When you grow up Sort the changes When you grow up trigger question Book: Your Mummy eat my football Lifecycle What do things come from Life support systems Human lifecycle DVD:SENSE KS1 & 2 clips	L1 Lifecycle L2 Keeping Safe Knowing Our Bodies L3 Periods Resources: Same but different V3 Ages and Stages – human lifecycle How do we change Lifecycle Inside our bodies Check out changes Periods what do you know?	L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy &Birth Puberty Quiz Puberty myths & products Periods what do you know Menstruation cards X ray diagram How does a baby is made Reproduction parts of body Reproduction word search Nine months match Contraception & pregnancy Puberty and reproduction How a baby is born Baby actual size
Care & Commitment	KS1 Hygiene		KS2 Friendship	Y4 & 5 L1 Healthy Choice Challenge L2 What and Who helps L3 Celebrating	

Appendix 4

DfE Learning Outcomes Relationship Education

Key Stage 2 - By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also 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 (from 2013 available to both opposite and same sex couples in England and Wales) 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 hep or advice from others if needed.

Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to 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.

Respectful relationships	Pupils should know • 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 cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to 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.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

DfE KS 2 Learning Outcomes Health Education – Changing adolescent body

Changing adolescent body	Pupils Should know: • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age11, including physical and emotional changes • About the menstrual wellbeing including the key facts about the menstrual cycle.

Department for Education

FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child's school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools *choose* to teach sex education (which goes beyond the

existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Published: March 2019

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

Q: Will these subjects promote LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if

they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

Q: Will teachers receive training before delivering these subjects?

A: The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

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Appendix 7

Governor's policy statement on Relationship and Sex Education (RSE)

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

Governing bodies are required to prepare and keep up to date statements of policy on the content and organization of Relationship and Relationship and Sex Education in their schools. In making this statement Governors have taken account of the National Curriculum documents for science and Ofsted recommendations and advice from Shropshire Public Health Curriculum Advisor

Relationship and sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other, keeping ourselves, and others safe. We therefore refer to this work as, relationship and sex education, (RSE) placing the emphasis on relationships.

RSE aims to help pupils understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance emotional and social development, helping them to understand the benefits of caring relationships and to be aware of pressures and how to manage risk. We recognise this as a planned taught curriculum but also integral to the everyday life of the school,

In planning our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age appropriate way. We use the Shropshire Respect Yourself RSE scheme of work and recommended resources. This is a national award winning programme, which has ben quality assured by the PSHE Association. It is cross phase, providing consistency and age appropriate sequencing for our pupils.

Trained and confident members of staff deliver the lessons in a way which is consistent with the ethos and culture of the school and as part of a whole school approach, with close liaison with pastoral team Small group exercises will be used as appropriate. The work is differentiated based on physical and emotional maturity and cognitive level.

The RSE policy is available on the school website and referenced in the school prospectus. It will be reviewed every three years. Governors will seek the views of staff (teaching and non-teaching), pupils and parents.

Parents are invited to attend parents' meetings to discuss the programme, the policy and look at resources.

The Headteacher and Governors are available to discuss any concerns. Parents are informed of their right to withdraw their children from sex education additional to that required by the statutory requirements under DfE Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 and the science curriculum.