

QUALITY MANAGEMENT SYSTEM

Policy/Procedure:	HGS FSC28	Page:	1 of 15
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Policies will be reviewed annually or when there are changes to practices and legislation

Policy/Procedure Name:	Relationship and Sex Education Policy (RSE) / Relationships and Health Education (RHE) Secondary year 7 onwards
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1. Principles and values

At High Grange School we agree with the view that ‘today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline.’ This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.“ (RSE:2019)

RSE will provide students with opportunity to embrace the challenges of creating a happy and successful adult life. In order to do this they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE at the High Grange School will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is and is not acceptable behaviour in a relationship. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

We believe that knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

Our RSE curriculum provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching will give the opportunity to pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Relationships and Sex Education (RSE) / Relationships and Health Education (RHE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.

- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.
- Under section 3.6 of the National Curriculum, RSE is compulsory from Year 7 onwards. Secondary schools must have regard for guidance issued by the secretary of state as outlined in section 80A of the Education Act 2002 and section 403 of the Education Act 1996. As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017: sections 34 and 35. This policy also complies with the advice given to schools by the Department for Education about the requirements of The Equality Act 2010.
- Since September 2020, Relationships Education has been compulsory for all pupils receiving primary education.
- All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
 - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- High Grange School is a multi-cultural community involving parents/guardians, pupils, Governors and staff. It is therefore of critical importance that the views and beliefs of all sections of the community are considered in the content and delivery of RSE. There are strongly held views and religious beliefs about aspects of RSE such as abortion, and the religious convictions of pupils and their parents will be accepted.
- However, throughout our RSE program we will be clear that the 9 protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are respected and acknowledge at all times in our curriculum and are the basis of the equality laws in the United Kingdom.
- This policy outlines our school's commitment to provide effective RSE for all pupils. It has been written with regard to the DfES RSE guidance 2000, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school.
- This policy should be read in conjunction with the following policies:
 - Safeguarding Policy
 - Anti-Bullying Policy
 - E-Safety Policy (online safety)
 - Science policy primary and secondary
 - Fundamental British values

- SCMS policy
- PSHE policy

High Grange School and RSE is closely monitored and has a flexible approach within the long-term planning enabling us to respond to any contextual safeguarding needs that may arise for our pupils. This allows us to educate pupils on local trends both environmental and online trends.

Pupil voice is also important and educational teaching may change in response to requests of more learning in an area from pupils, via questionnaires or pupil voice.

High Grange School will also adapt learning in conjunction with government papers, recommendations, and findings such as KCSIE 2023.

2. Aims

RSE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. The overall aim of RSE within the school is to enable pupils to exercise personal responsibility in relationship and sexual matters.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE fosters gender and LGBT+ equality and challenges all forms of discrimination and bullying. It involves a combination of sharing information and exploring issues and values.

At High Grange School we aim to:

- Encourage personal responsibility in all forms of behaviour.
- Encourage respect and consideration for others and develop fundamental British values of rule of law and tolerance through a human rights and gender equity approach.
- Support teenagers understanding the changes to themselves and others as they go through puberty.
- Give students to opportunity to explore healthy relationships with their friends and consider future intimate relationships.
- Provide opportunities for pupils to consider the values and beliefs of all sections of our community
- Provide pupils with the factual information which is necessary to stay safe and prepare for adult life in modern Britain.
- Develop caring and responsible attitudes by allowing pupils to explore and develop their own values within a moral framework
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sex, sexuality and relationships

- Support the Acquisition of decision-making skills and develop strategies for dealing with peer pressure
- Meet the needs of all pupils, with their diverse experiences.
- Help and encourage a healthy lifestyle
- Develop the skills of communication, assertiveness and decision making.

RSE to meet the needs of all pupils.

We intend our policy to be sensitive to the needs of different groups. We will respond to parental requests and concerns. If necessary, within school, we will refer pupils to specialist support where we deem it appropriate, this may be particularly pertinent for those pupils with experience of trauma relating to abuse We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them. As part of our reflection, we will invite pupils to provide feedback through 'Pupil Voice Surveys' about our RSE provisions to make sure that we are meeting the needs of all pupils.

3. Confidentiality, Controversial and Sensitive Issues/ Safeguarding

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Principal of any disclosure unless the Principal has specifically requested them to do so or if there is an issue relating to Child Protection and Safeguarding.

Teachers, in line with best practice, will implement a Working Agreement with their class of pupils so that all pupils are aware that anything disclosed which raises issue of Child Protection or safeguarding will be reported. If the teacher has concerns, they will notify their concerns to the Child Protection Officer and/or Principal (DSL). The school's Child Protection Officers will deal with Child Protection matters in consultation with the Education Safeguarding Team, Pupils and Families and health care professionals (see also Safeguarding/Child Protection Policy). Other support agencies working within the school classroom context are governed by the school's confidentiality policy, although health professionals such as school counsellors/nurses will be bound by their professional confidentiality guidelines.

In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary, to seek medical advice.
- child protection issues will be considered under the school's procedures.
- DSL's may need to inform the Police and/or social services
- the young person will be properly counselled about contraception, including information about where young people can access contraception and advice services.
- In any case where child protection procedures are followed, the pastoral team will liaise with the pupil about procedures, as well as notifying the appropriate professionals. Health

professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's confidentiality policy.

4. Inappropriate sexual behaviour

Inappropriate sexual behaviour can include:

- Inappropriate touching
- Sexting i.e., sharing of inappropriate images
- Non-consensual sexual behaviour
- Abusive behaviour including verbal, physical and mental
- Cyberbullying
- Sexualised language which causes distress to an individual or group
- Exhibitionism

All staff are regularly updated on local and national issues related to RSE and best practice approaches. This includes raising concerns about inappropriate sexual behaviour, and who to go to for this information, so that it can be addressed.

5. Cross – Curricular Links

Approaches to Reading and Literacy

At High Grange school we see that a child's literacy, leads to functional reading and the ability to succeed in various situations, which then allows enjoyment and the engagement in reading for pleasure, not simply functionality.

At High Grange School, we are committed to ensuring that all pupils are exposed to a rich curriculum that encourages extensive reading of whole books and other types of texts. We believe that active encouragement of reading for pleasure is a core part of every pupil's educational entitlement, whatever their background or attainment because extensive reading and exposure to a broad range of texts contribute widely to each pupil's educational achievement. Staff at High Grange School are required to be 'reading role models' for pupils, encouraging them to read widely through recommendations from their own reading; staff advertise, in teaching rooms and in offices around the school, the books that they are currently reading.

Approaches include but are not restricted to:

- *All classrooms have an identified reading space with a selection of reading materials that are subject relevant (in specialist rooms) and interest / age appropriate for form spaces.*
- *Reading aloud*
- *Shared and modelled reading*
- *Staff recommendations and highlighted books with the reading space.*

Approaches to SPaG

At High Grange School, we implement Spelling, Punctuation and Grammar strategies

to support the individual needs of the pupils. All subjects will ensure the correct use of punctuation and grammar and the correct spelling of subject-specific keywords within their lessons.

Strategies include but are not restricted to:

- *working word wall of subject vocabulary on display*
- *keywords at the start of each lesson*
- *highlighted words in reading opportunities during the lesson*
- *targeted introduction of new specific vocabulary*
- *marking in line with the whole school marking policy*

6. How will RSE be delivered.

Key Objectives

The key objectives of our RSE programme are to:

- Develop knowledge and understanding of positive and healthy relationships.
- Make pupils aware of their rights especially in relation to their bodies.
- Enable the development of social and relationship skills and protective behaviours.
- Prepare pupils for the physical and emotional changes of puberty.
- Understand reproduction and birth within the context of loving and caring relationships.
- Explore attitudes and values around sex and relationships.
- Ensure pupils know how and where to access appropriate support.

The RSE programme is based on the needs of the pupils in the school with learning outcomes appropriate to pupils' age, ability, and level of maturity. The curriculum will be firmly embedded within the broader PSHE, Citizenship, and Science curricula. Pupils will be helped to understand difference and to respect themselves and others.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is to express their children's happiness. At High Grange School we know that young people are increasingly experiencing challenges and at an increased risk of feeling lonely. The new subject will give pupils the knowledge and capability to take care of themselves and receive support if a problem arises.

Key stage 4 and 5 will have one lesson per week taught by Head of Pastoral care and PSHE lead.

The relationship Education, Relationships and Sex education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Pupils and Social work act 2017, make relationship Education compulsory for all pupils receiving primary education and Relationship and Sex education RSE compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

The curriculum has been written in conjunction with the PSHE association guidelines. The curriculum connects each key stage and allows for progression throughout the key stages. High Grange School also deliver RSE through a combination subject which entails, RE, Citizenship. Other elements of RSE will also be delivered during enrichment/ drop down

days. Further from this some elements may also be explored during Science lessons such as: Gametes (sex cells) – role and how they are specialised. Physical changes during puberty for both males and females. Components of both male and female reproductive systems and their functions. Pregnancy (stages) and the menstrual cycle (stages and hormones involved). Pupils also study different types of non-hormonal and hormonal contraception, their efficiency and advantages and disadvantages.

This is a working document and as such will be updated, when necessary, to make sure that all pupils are receiving the highest level of RSE possible. An evaluation process will take place at the end of each academic year which will include feedback and comments from: The Principal, The Head Teacher, Deputy Head, DSL's.

High Grange School **Secondary RSE** will continue to develop knowledge on topics specified and taught at primary level. Pupils who graduate from the primary setting into the secondary setting of the school will have a comprehensive handover in RSE and teachers will be able to build on to what pupils have already covered and in addition also focus on the pupil's gaps in knowledge and identify what that pupils need to continue to learn. At secondary level, the teaching will build on the knowledge acquired at primary and develop further pupils understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

At Secondary school age, key stage 3 to 5 RSE will be taught with in the PSHE curriculum that is delivered once a week for all pupils.

Key stage 3 is taught in form groups by the form teacher and in key stage 4 and 5 RSE is taught in core groups by PSHE lead.

By the end of secondary school Families

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships.

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online such as:
 - 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 (for example, 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.

Online and media

Pupils should know:

- 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, for example 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

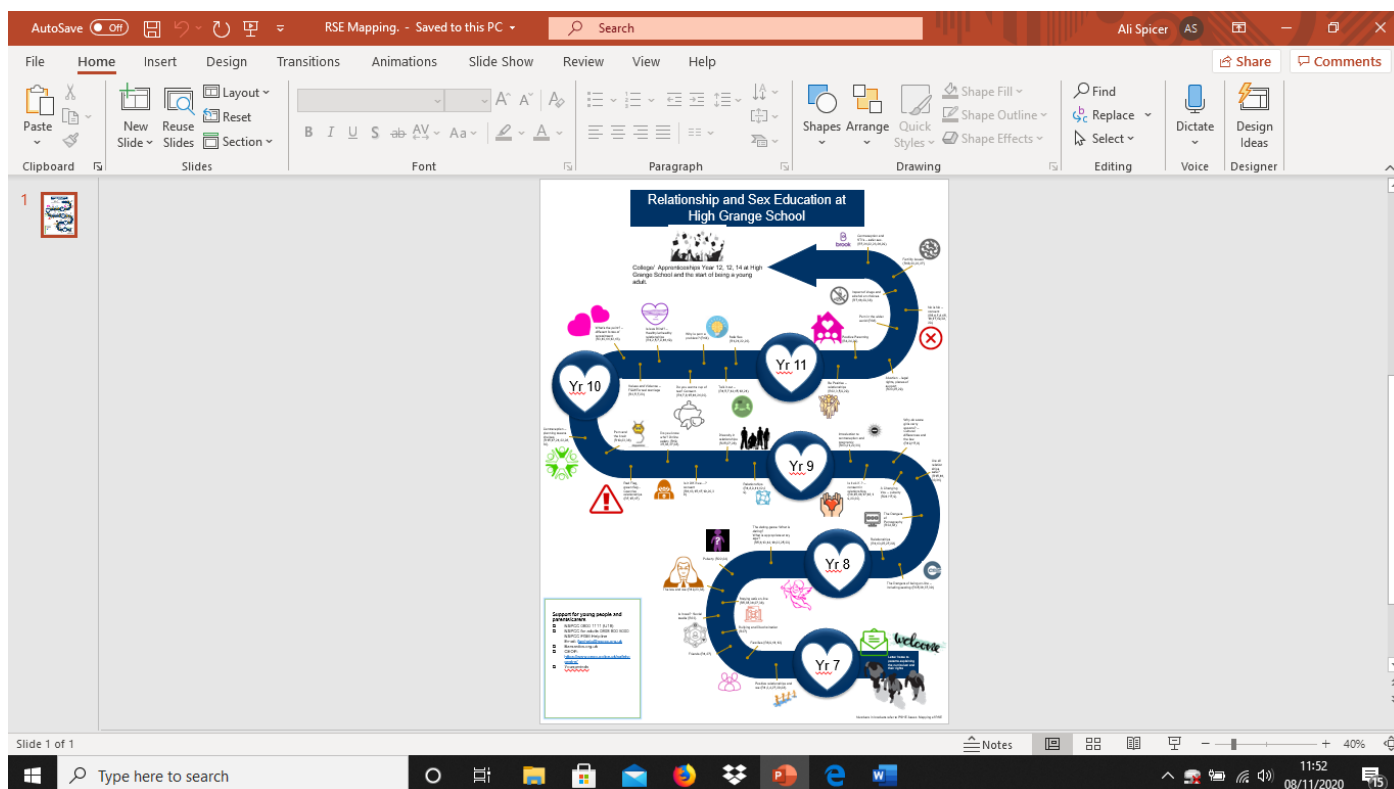
Pupils should know:

- 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.

Intimate and sexual relationships, including sexual health.

Pupils should know:

- 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, for example 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 and menopause.
- 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 and 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.



Secondary RSE is mapped out in a learning journey to show where it falls within the PSHE curriculum.

Also refer to purple curriculum folder section- statutory requirements for a clear map.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent.
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting,' youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity

- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime.
- female genital mutilation (FGM)

Teaching and Learning

All teachers that will have responsibility for planning and delivering RSE have been identified and have the relevant guidance and support. Teaching assistants will provide additional support. Everyone involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy. Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g., Case Studies)
- The provision of a 'question box' during each planned session- ask it basket.
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSE will be delivered consistently on a weekly basis throughout the school from key stage 1 to 5– parents/carers have been informed of the content however teacher will make telephone calls to parents of the pupils they teach to inform them of topics during the term allowing for parents and carers to be able to answer questions that their child may have at home when reflecting on the teaching.

Dealing with questions.

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box.' Teachers will explain that if a pupil has a question, they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the coordinator as part of the evaluation and monitoring process.

Parents and rights to withdraw for RSE.

Secondary:

From age 11 onwards, relationships and sex education (RSE) are compulsory in schools. It involves teaching pupils about reproduction, healthy and consensual relationships, sexuality and sexual health, and does not promote sexual activity or any particular sexual orientation. The national curriculum for science contains parts of RSE that are compulsory; parents can withdraw their child from all other parts of RSE, but not the statutory parts. Schools should make alternative arrangements in such cases.

Children need high-quality RSE so they can make wise and informed choices; the Department for Education and Employment (DfEE) offers schools a standard pack of information to give to parents who choose to withdraw their child from SRE.

- Parents or carers have the right to request that their child be withdrawn from all or part of the sex education component of the RSE Curriculum, until three months before their child turns 16. After this point, it is the child's choice: if a child who is at least 15 years and 9 months old chooses to be taught the sex education components of the RSE Curriculum, High Grange School will take all reasonable efforts to ensure that they are.
- The sex education component of the RSE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix B – DFE requirements at senior level.
- Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).
- Requests will be granted unless exceptional circumstances exist.
- The appropriate school principal or a member of senior leadership should discuss the request with parents/carers and, as appropriate, with the child to: a. Ensure that their wishes are clear; b. Clarify the nature, purpose and intended benefits of the RSE Curriculum; and c. Explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex

education elements of the RSE Curriculum from other students, rather than a qualified adult.

- These discussions should be noted, and withdrawal requests will be stored on the student's educational record.
- When a student is withdrawn from the non-statutory areas of sex education, they will be given alternative work.

Can parents withdraw their child from lessons	Primary	Secondary
Sex education	<p>Parents have the right to withdraw their children from sex education.</p> <p>This does not include what is taught as part of the science curriculum.</p> <p>All children have the right to comprehensive sex education and most parents support the teaching of sex education in schools. Schools should engage with parents and have a clear policy in place which explains the benefits of school based RSE.</p>	
Health Education	Parents do not have the right to withdraw pupils from health education.	Parents do not have the right to withdraw pupils from health education.
Relationship education	Parents do not have the right to withdraw pupils from relationships education.	<p>Parents do not have the right to withdraw pupils from relationships education.</p> <p>Parents have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum.</p> <p>Before granting a request to withdraw a child, the head teacher should discuss the value and importance of RSE with parents.</p> <p>A child can request sex education without their parent's consent from three terms before their 16th birthday.</p>

See purple curriculum folders for statutory requirements and where they are delivered in key stage 1 to 5 both within the RSE/ PSHE curriculum as well as in other areas. Refer to statutory requirements section.

7. Inclusion and support

Inclusion and Support RSE will be accessible to all regardless of gender. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with pupils following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met, – this will be discussed with parents/carers.

A range of different families and relationships will be explored within RSE. All pupils whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

8. Monitoring, evaluation and reporting

Teacher will critically reflect on their working and delivering of RSE through training and observation from senior staff.

Pupils will have the opportunities to review and reflect on their work in lessons through assessment for learning on individual tasks and outcomes.

A book of 'need to ask questions' will be in each lesson for pupils to write in, if pupils are not confident to ask out loud. This will allow for all questions to be addressed at any point. AFL will allow for topics to be revisited on pass of 'moving on' slowed down or speeded up in conjunction to feedback from pupils. This will allow for pupil's voice to reflect on and be influential in adapting planned learning and ensure implementation has an impact on pupils learning and knowledge moving forward to the next stage in their life.