



Sex and Education Relationship Policy

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1. Aims

Relationships and sex education (RSE) will, in line with the ethos of Grimsdyke School and our Rights Respecting School agenda, support pupils through their physical, emotional and moral development by providing them with clear information and opportunities to relate this to a wider context.

The RSE programme is delivered as part of our PSHE (Personal, Social and Health Education) curriculum and reflects the school ethos. It demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility within and for their family, friends, schools and wider community.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that students have the knowledge and tools they need for effective safeguarding

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Grimsdyke School, the governing body has determined that the school will deliver a programme of RSE which was developed by teaching staff and refined by a working party of governors and parents. We teach this programme of RSE as set out in this policy.

3. Policy and programme development

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

1. A focus group of students were consulted and asked to review the current provision for RSE and make suggestions about how this could be updated and improved
2. The Senior Leadership Team created a scheme of work with staff that linked our RSE provision to our PSHE curriculum
3. The scheme was circulated to all parents for comment. A working party of governors and parents reviewed the programme in the light of comments and issued raised. The programme was modified as a result.
4. Information from the consultation process that led to the finalized programme was then used to redraft this policy.
5. Prior to the first time the RSE programme was taught across the school, a further copy was circulated to parents and they were invited to join a working party to review the draft policy.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, human development, healthy lifestyles including personal and sexual health, safeguarding, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum planning for RSE is embedded into the summer term PSHE plans which can be viewed on our school website (on the PSHE curriculum page). A summary of the programme and the content covered is included in Appendix 1 of this policy. We may need to adapt and refine this programme as and when necessary, for example if school closure has caused a cohort to miss delivery of one part of the programme.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy or the programme then teachers will respond in an appropriate manner so pupils are adequately informed and therefore less likely to seek answers online. Where students have questions which are staff are not able to answer within the scope of this policy and the scheme of work, students will be actively encouraged to raise these questions with their parents. Where appropriate, staff will alert specific parents to questions that their child has raised to support them in being able to prepare to have a conversation about the issues involved.

The sex education component of our programme will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about the specific content each year group will study, please refer to the summer term PSHE plans which can be viewed on our website.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

The governing board has delegated the initial approval of this policy to the Pastoral Committee which will send the approved policy to the full governing body for ratification. This process will be the case for the first version of this policy and any subsequent reviews.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory (that is the aspects which are not part of the statutory science curriculum) components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory (that is the aspects which are not part of the statutory science curriculum) components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher. Class teachers will be responsible for teaching RSE with their class and may be supported by senior staff and teaching assistants as appropriate.

Specific guidance for staff delivering the Summer 2- Changing Me programme to Year 4 to 6, which includes the sex education components of our curriculum, is outlined in Appendix 4 of this policy.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. At Grimsdyke School this is delivered through the Summer 1 PSHE – Relationships programme.

Parents have the right to withdraw their children from the non-statutory (that is the aspects which are not part of the statutory science curriculum) components of sex education within RSE. These components of the programme are delivered as part of the Summer 2 PSHE – Changing Me programme.

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

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

9. Training

Staff are trained on the delivery of RSE as part of their continuous professional development. Consideration is given to any specific training or support needs for staff prior to the annual delivery of the programme in the summer term.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Curriculum Team through:

- Review of planning
- Learning walks
- Pupil voice consultations
- Review of pupil PSHE folders

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

This policy will be reviewed by the Pastoral Committee of the Governing Body annually. At every review, the policy will be approved by that committee and sent to the full Governing Body for ratification.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Reception	<p><u>Session One My Family and Me</u> Know how to make friends Show and tell family photos</p> <p><u>Session Two Making Friends 1</u> Try to solve friendship problems when they occur</p> <p><u>Session Three Making Friends 2</u> Help others to feel part of a group Investigate imperfect interactions with friends Children suggest ways to make things better.</p> <p><u>Session Four Falling Out and Bullying 1</u> Show respect in how they treat others Explain unkind words Develop strategies for dealing with unkindness Explore how it makes you feel.</p> <p><u>Session Five Falling out and Bullying 2</u> Know how to help themselves and others when they feel upset or hurt Discuss being angry and ways to calm down</p> <p><u>Session Six Being the best friend we can be</u> Know and show what makes a good relationship</p>	<p><u>Session One My Body</u> Understand that everyone is unique and special. Name different parts of the body</p> <p><u>Session Two Respecting My Body</u> Express how it feels when changes happen Explore things I can do and things I can eat to be healthy</p> <p><u>Session Three Growing Up</u> Understand changes that happen to themselves Understand that we all grow from babies to adults</p> <p><u>Session Four Fun and Fears 1</u> Understand and respect changes in others Investigate how I feel about moving to year 1</p> <p><u>Session Five Fun and Fears 2</u> Know who to ask for help if worried about change Talk about worries and/or things I am looking forward to about being in year 1</p> <p><u>Session Six Celebration</u> Look forward to change Sharing memories of the best bits of this year in Reception</p>

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 1	<p><u>Session One Families</u> Identify the members of my family and understand that there are lots of different types of families Know how it feels to belong to a family and care about the people who are important to me</p> <p><u>Session Two Making Friends</u></p> <ul style="list-style-type: none"> Identify what being a good friend means to me and to know how to make a new friend <p><u>Session Three Greetings</u> Know appropriate ways of physical contact to greet my friends and know which ways I prefer Recognise which forms of physical contact are acceptable and unacceptable to me</p> <p><u>Session Four People who help us</u> Know who can help me in my school community Know when I need help and know how to ask for it.</p> <p><u>Session Five Being my own best friend</u> Recognise my qualities as a person and a friend know ways to praise myself Discuss being angry and ways to calm down</p> <p><u>Session Six Celebrating My Special Relationships</u> Tell you why I appreciate someone who is special to me and express how I feel about them.</p>	<p><u>Session One Life Cycles</u> Start to understand the life cycles of animals and humans. Understand that changes happen as we grow and that this is OK.</p> <p><u>Session Two Changing Me</u> Tell you some things about me that have changed and some things about me that have stayed the same. Know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p><u>Session Three My changing body</u> Know how my body has changed since I was a baby. Understand that growing up is natural and that everybody grows at different rates.</p> <p><u>Session Four Boys and Girls Bodies</u> Identify the parts of the body that make boys different to girls. Introduce this within a context that supports ideas around safeguarding and consent. Respect my body and understand which parts are private.</p> <p><u>Session Five Learning and Growing</u> Understand that every time I learn something new I change a little bit. Enjoy learning new things.</p> <p><u>Session Six Coping with changes</u> Tell you about changes that have happened in my life. Know some ways to cope with changes.</p>

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 2	<p><u>Session One Families</u> Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. Accept that everyone’s family is different and understand that most people value their family.</p> <p><u>Session Two Keeping Safe- exploring physical contact</u> Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Know which types of physical contact I like and don’t like and be able talk about this.</p> <p><u>Session Three Friends and Conflict</u> Identify some of the things that cause conflict with my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p><u>Session Four Secrets</u> Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p><u>Session Five Trust and Appreciation</u> Recognise and appreciate people who can help me in my family, my school and my community. Understand how it feels to trust someone.</p> <p><u>Session Six Celebrating My Special Relationships</u> Express my appreciation for the people in my special relationships. Be comfortable accepting appreciation from others.</p>	<p><u>Session One Life Cycles In Nature</u> Recognise cycles of life in nature. Understand there are some changes that are outside my control and to recognise how I feel about this.</p> <p><u>Session Two Growing From Young To Old</u> Tell you about the natural process of growing from young to old and understand that this is not in my control. Identify people I respect who are older than me.</p> <p><u>Session Three The Changing Me</u> Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Feel proud about becoming more independent.</p> <p><u>Session Four Boys and Girls Bodies</u> Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. Tell you what I like/don’t like about being a boy/girl.</p> <p><u>Session Five Assertiveness</u> Understand there are different types of touch and tell you which ones I like and don’t like. Be confident to say what I like and don’t like and ask for help.</p> <p><u>Session Six Looking Ahead</u> Identify what I am looking forward to when I am in Year 3. Start to think about changes I will make when I am in Year 3 and know how to go about this.</p>

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 3	<p><u>Session One Family Roles and Responsibilities</u> To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. To describe how taking some responsibility in my family makes me feel.</p> <p><u>Session Two Friendship</u> To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. To describe how taking some responsibility in my family makes me feel.</p> <p><u>Session Three Keeping Myself Safe</u> To know and use some strategies for keeping myself safe. To know who to ask for help if I am worried or concerned.</p> <p><u>Session Four Being a Global Citizen 1</u> To explain how some of the actions and work of people around the world help and influence my life. To show an awareness of how this could affect my choices.</p> <p><u>Session Five Being a Global Citizen 2</u> To understand how my needs and rights are shared by children around the world and to identify how our lives may be different. To empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p><u>Session Six Celebrating My Web of Relationships</u> To know how to express my appreciation to my friends and family. To enjoy being part of a family and friendship groups.</p>	<p><u>Session One How Babies Grow</u> Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals</p> <p><u>Session Two Babies</u> Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family</p> <p><u>Session Three Outside Body Changes</u> Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p><u>Session Four Body Changes</u> Identify how boys' and girls' bodies change during the growing up process and link this to the life cycles of other living things e.g. frogs, chickens, butterflies etc. Recognise how I feel about these changes happening to me and how to cope with these feelings.</p> <p><u>Session Five Family Stereotypes</u> Start to recognise stereotypical ideas I might have about parenting and family roles. Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p> <p><u>Session Six Looking Ahead</u> Identify what I am looking forward to when I am in Year 4. Start to think about changes I will make when I am in Year 4 and know how to go about this.</p>

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 4	<p><u>Session One Relationship Web</u> To identify the web of relationships that I am part of, starting from those closest to me and including those more distant . I know how it feels to belong to a range of different relationships and identify what I contribute to each of them.</p> <p><u>Session Two Love and loss</u> To identify someone I love and express why they are special to me I know how most people feel when they lose someone or something they love</p> <p><u>Session Three Memories</u> Can tell you about someone I know that I no longer see Can understand that we can remember people even if we no longer see them</p> <p><u>Session Four Are Animals special?</u> Explain different points of view on an animal rights issue Express my own opinion and feelings on this</p> <p><u>Session Five Special Pets</u> Understand how people feel when they love a special pet Understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet</p> <p><u>Session Six Celebrating My Relationships with People and Animals</u> Know how to show love and appreciation to the people and animals who are special to me. Know that I can love and be loved</p>	<p><u>Session One Unique Me</u> Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm Appreciate that I am a truly unique human being</p> <p><u>Session Two Respecting Differences</u> Understand that everyone is different Consider the impact of nature and nurture</p> <p><u>Session Three Changes (Single Gender)</u> Understand the key changes that begin at puberty for my gender</p> <p><u>Session Four Changes (Mixed Gender) and what they mean for us</u> Understand changes at puberty, how that impacts on me and how I feel about it</p> <p><u>Session Five Planning for and accepting change</u> Think about a change I have already experienced – what can learn from this about how to cope with change in the future</p> <p><u>Session Six Celebrating My Relationships and how they can help me cope with change</u> Identify what I am looking forward to when I am in Year 5 Reflect on the changes I would like to make when I am in Year 5 and describe how to go about this</p>

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 5	<p><u>Session One Recognising Me 1</u> Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p><u>Session Two Recognising Me 2</u> Know how to keep building my own self-esteem</p> <p><u>Session Three Getting On and Falling Out 1</u> Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p><u>Session Four Getting On and Falling Out 2</u> Know how to stand up for myself and how to negotiate and compromise.</p> <p><u>Session Five Relationships and Technology 1</u> Understand how to stay safe when using technology to communicate with my friends. Recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</p> <p><u>Session Six Relationships and Technology 2</u> Explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p>	<p><u>Session One Self-Image and Body-Image</u> Be aware of my own self-image and how my body image fits into that. Be aware of social media pressures about body image and be able to discuss issues constructively and positively. Know how to develop my own self esteem.</p> <p><u>Session Two Pubertal change for girls</u> Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p><u>Session Three Pubertal change for boys</u> Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.</p> <p><u>Session Four Conception</u> Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p><u>Session Five Looking Ahead</u> Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Be confident that I can cope with the changes that growing up will bring.</p> <p><u>Session Six Looking Ahead to Year 6</u> Identify what I am looking forward to when I am in Year 6. Start to think about changes I will make when I am in Year 6 and know how to go about this.</p>

YEAR GROUP	SUMMER 1 PROGRAMME - RELATIONSHIPS	SUMMER 2 PROGRAMME – CHANGING ME
Year 6	<p><u>Session One My Relationship Web</u> Identify the most significant people to be in my life so far. Understand how it feels to have people in my life that are special to me.</p> <p><u>Session Two Love and Loss 1</u> Know some of the feelings we can have when someone dies or leaves. Use some strategies to manage feelings associated with loss and help other people to do so.</p> <p><u>Session Three Love and Loss 2</u> Understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Recognise when I am feeling those emotions and have strategies to manage them.</p> <p><u>Session Four Power and Control</u> Recognise when people are trying to gain power or control. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p><u>Session Five Being Safe With Technology 1</u> Understand how technology can be used to try to gain power or control and be able to use strategies to prevent this from happening. Take responsibility for my own safety and well-being.</p> <p><u>Session Six Being Safe With Technology 2</u> Use technology positively and safely to communicate with my friends and family. Take responsibility for my own safety and well-being and know how to go about this.</p>	<p><u>Session One My Self Image</u> Be aware of my own self-image and how my body image fits into that. Know how to develop my own self-esteem</p> <p><u>Session Two Puberty</u> Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.</p> <p><u>Session Three Puberty – Girl talk/Boy talk</u> Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.</p> <p><u>Session Four Babies: Conception To Birth</u> Describe how a baby develops from conception through the nine months of pregnancy. Recognise how I feel when I reflect on the development and birth of a baby</p> <p><u>Session Five Attraction</u> Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p> <p><u>Session Six Transition To Secondary School</u> Identify what I am looking forward to and what worries me about the transition to secondary school. Know how to prepare myself emotionally for starting secondary school.</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
Date			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature	
Date	

Appendix 4: Guidance for Staff delivering Summer 2- Changing Me sessions to Year 4 to 6.

This guidance is issued to support staff in planning and delivering the specific sessions which include the non-statutory Sex Education components of our PSHE programme that Governors have determined to include in consultation with parents and pupils. Staff are encouraged to seek clarification or support on any matters that arise in preparation for or as a result of working on these lessons with their pupils.

- This programme will be delivered in Summer 2 each year and always taught by the class teacher. Support may be given by senior staff and teaching assistants.
- Parents will be reminded when this programme is due to be taught in school. Plans, information and resources will be made accessible so that parents can make informed decisions about whether to withdraw their child.
- Information about the Summer 2 programme will be shared with parents during the first two weeks of that half term and no sessions will be delivered until week 3 so that parents can respond appropriately.
- Parents will be encouraged to ask questions and seek further information from school prior to formalizing a decision to withdraw their child.
- Staff will not plan to deliver these sessions on a Friday of any week as the lessons can lead to safeguarding disclosures and there should be sufficient time to access the relevant outside agencies should this occur.
- Where a sessions leads to a safeguarding disclosure from a pupil, staff will follow the school Safeguarding Policy.
- Class teachers will work with their class to agree a set of ground rules for discussions in these sessions that set an appropriate and respectful tone.
- There will be a procedure set up in the class, and shared with the students that allows them to ask questions and seek support without needing to do so publicly in front of peers e.g. use of a questions box.
- Technical and biological language will be used by staff during the sessions. Where a student uses colloquial terms, the adult will say back their statement using the correct terminology.
- If pupils ask questions outside the scope of this policy or the programme then teachers will respond in an appropriate manner so pupils are adequately informed and therefore less likely to seek answers online.
- Where students have questions which are staff are not able to answer within the scope of this policy and the scheme of work, students will be actively encouraged to raise these questions with their parents. Where appropriate, staff will alert specific parents to questions that their child has raised to support them in being able to prepare to have a conversation about the issues involved.
- The lessons will be class based and include a variety of learning opportunities e.g. discussion, role play, brainstorming, watching videos and drawing and labelling diagrams. Visitors may be invited to come in to school to talk to pupils e.g. the school nurse, health worker, police officer etc. and they will work within the school those and RSE policy. Videos, books and other resources used in lessons will be carefully selected by the PSHE Curriculum Team and class teachers.
- RSE lessons will normally be delivered in mixed sex groups except for specific sessions which are planned to be delivered to single sex groups. Boys and girls will, however, have equal access to all information.
- RSE lessons will be delivered recognizing and respecting the different cultural and religious backgrounds of the students within our school community.
- Staff will give consideration to the developmental needs of the pupils in these lessons and adaptations will be made to the programme for students with special educational needs to allow them to have access and meet the intended outcomes of the sessions.