



Relationship Education Policy

'You have filled my heart with greater Joy'

Psalms 4:7

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Ratified by: Jo Trahearn

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Context

Relationships Education in our school – Why is it important?

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

It is essential for the following reasons:

- RSE plays a vital part in meeting the school's safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2019\)](#)
- The [DfE 2019 statutory guidance](#) states that, from September 2020, all schools providing primary education, must teach Relationships Education.
- Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).
- Children have the right to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 ['Not Yet Good Enough report.'](#)
- Ofsted is clear that schools must be 'Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.'
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Relationships Education makes a major contribution to fulfilling our school's vision. We Achieve, Challenge and Encourage all our learners, underpinned by our Christian Values of Trust, Compassion, Friendship, Forgiveness, Wisdom and Endurance so that they can be the very best version of themselves. We want all our school community to embrace healthy relationships, in all their forms, and to respect the diversity of the world around us.

Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

Aims of Relationships Education

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally (including online safety)
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

1. Implementing Our Policy

1.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image

- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

1.2 Equality

The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010. We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT+ people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

1.3 Safeguarding

RSE contributes to safeguarding pupils ([Children Act 2004](#)) by promoting their emotional wellbeing, and improving their ability to achieve in school. We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Children will be taught how to report concerns and seek advice when they suspect or know that something is wrong. These subjects complement Health Education and as part of a comprehensive programme and whole. Children have the right to say no, to respect their own body and to speak out and know that someone can help.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate emotional, physical and sexual abuse or behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety also enables us to fulfil our duty to prevent Female Genital Mutilation (FGM).

When teaching any sensitive issue young people may give cause for concern. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Ground rules at the start of sessions help to establish and maintain a safe and appropriate learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

1.4 Development of the Policy

From Spring 2021, the law requires primary schools to consult on their Relationships Education policy. Parents/carers will be consulted through making the policy accessible on the school website. Following feedback, the policy will be reviewed termly, in the first academic year, and then subsequently every three years. Teaching and non-teaching staff will be consulted and governors were consulted through a governors meeting. This policy will be approved and adopted by the head teacher and governing body. Further consultation with *parents/carers and pupils* will be carried out when the policy is reviewed, which happens at least every 3 years. All views expressed by pupils, staff, governors and parents/carers about the policy have

been considered. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

1.5 Consulting on our Policy

Before consultation activities, teachers and parents/carers (for example parent governors) have been given information about Relationships Education and associated duties in ways which are accessible to them (see appendix 7.1 for the RSE programme of study across the different key stages and the learning objectives to be covered across a two-year rolling programme). Please note, some units will be taught to separate year groups and not across mixed classes. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education. Following feedback, the policy will be reviewed termly within the first academic year of Relationship Education.

2. Involving the Whole School Community

2.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

2.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

2.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties. It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of the Autumn Term Full Governing Board Meeting. The policy will be available on the school's website. A link governor for PSHE (including Relationships Education) will be nominated.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

2.4 Communicating with Parents/carers

High quality Relationship Education is a partnership between home and school. Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- A copy of our RSE policy is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.
- Sharing details of our curriculum on our website
- Informing parents/carers by key stage newsletter/leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHE, Relationships Education and RSE programmes as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis

- Signposting parents/carers to sources of support to help them address their own needs, the needs of their child or build their own confidence in talking about relationships with their children.

2.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

3. Curriculum Organisation

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education. In Primary School, Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

In Primary School, Health Education is learning about:

- Mental Wellbeing

- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. RSE is not delivered as a standalone subject – it is entwined within our core values, our PSCHE programme, other curriculum areas and much more. We deliver topics which, taking the lead from children’s lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education and Health Education will be taught in:

- PSHCE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and Computing
- Enrichment activities, for example our assembly programme, SEAL programme, growth mindset approaches (e.g. our learning characteristics vocabulary within the Routes to Resilience programme), external visitor supporting education, support groups, involvement in school trips and adventurous activities and activities carried out as part of our development as a healthy school.

Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

<p>Key Stage 1:</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Notice that animals, including humans, have offspring which grows into adults • Describe the importance for humans of hygiene 	<p>Key Stage 2:</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals • Describe the changes as humans develop to old age
<p>Year group specific Science objectives from the National Curriculum;</p> <p>Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Year 2</p>	

Understand that animals, including humans, have offspring which grow into adults

Year 5

Describe the changes as humans develop to old age

Describe the life process of reproduction in some plants and animals

Year 6

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent

Statutory aspects of Relationships Education (by the end of Primary School):

<p>Families and people who care for me</p>	<p><u>Pupils should know:</u></p> <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
<p>Caring friendships</p>	<p><u>Pupils should know:</u></p> <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
<p>Respectful relationships</p>	<p><u>Pupils should know:</u></p> <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	<p><u>Pupils should know:</u></p> <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	<p><u>Pupils should know:</u></p> <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, for example family, school or other sources

Statutory aspects of Health Education (which apply to RSE), by the end of primary school:

Mental Wellbeing	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words
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	<p>to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Health and Prevention</p>	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
<p>Changing Adolescent Body</p>	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> · key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. · about menstrual wellbeing including the key facts about the menstrual cycle.
<p>Internet safety and harms</p>	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> · That for most people the internet is an integral part of life and has many benefits. · About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. · How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. · Why social media, some computer games and online gaming, for example, are age restricted. · Where and how to report concerns and get support with issues online. · That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. · How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
<p>Physical Health and</p>	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.

Fitness	<ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and Tobacco	<p><u>Pupils should know :</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Basic First Aid	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

3.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules

In our school, it is important that we always create a positive climate for learning. Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any PSCHE work, including Relationships Education work, in addition to those already used in the classroom. The ground rules will be developed and personalised by each class, with the guidance of the teacher, in an age-appropriate way. The purpose of such ground rules is to ensure that the children feel safe and be safe. It will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. It will also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information. They will cover the following areas:

- appropriate use of language e.g. anatomical terms for the sexual body parts.
- the asking and answering of personal questions – we can put questions in the question box at any time.
- confidentiality - although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in class confidential. Children are to know, discuss and be taught that they have 'trusted adults' that

they can talk to and that sometimes it might be more appropriate to seek a 1:1 conversation. The teacher must emphasise that if anyone mentions something which could be harmful or put them at risk, then will have to pass the information on to help keep them safe.

- don't use names – unless talking about someone positively. Otherwise give examples of personal stories using terms such as 'someone I know' or 'a friend'.
- no-one will be forced to take part in a discussion
- strategies for checking or accessing information

Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction, puppets, case studies, role-play, videos, theatre in education* to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

3.2 Anti-bullying and Friends and Family

See Anti-bullying Policy review.

3.3 Relationships and Sex Education (RSE)

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at *Y5 and Y6* in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups, or single-year groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

3.4 Curriculum Materials and Resources

We will primarily use the *Cambridgeshire Primary Personal Development Programme* and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content

- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

3.5 Safe and Effective Practice

In our school we have a clear safeguarding policy which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the School website. The policy states that:

- Staff are unable to offer absolute confidentiality. The classroom is never a completely confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Safeguarding policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Answering Questions:

We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. The teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. We will also use a question box where questions may be asked anonymously, and teachers will address these appropriately within class. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHCE leader/Designated Safeguarding Lead. In some cases the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult. Alternatively, if a question goes beyond the planned curriculum and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person.

Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school's Safeguarding policy.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. We will always acknowledge the question and give the message that it is okay to ask, e.g. 'Thanks for asking that question.' or 'That's an interesting one.'

EXAMPLE Phrases we will use are:

- If appropriate, depending on the context and/or setting we will check out the context of the child's question before we answer, e.g. 'Tell me a bit about where you heard about that.' or 'I'm not quite sure what you mean, could you tell me some more?'

- We don't have to answer straight away but we'll always make sure we get back to the child, e.g.

3.5 'Thanks for asking that question. I'd like to talk about it later when we can talk about it without being interrupted.'

- We can say we're not sure or we don't know. But we will always make sure that we find out the answer or refer the child to someone who can help them, e.g. 'I'm not sure how to answer that one. Perhaps you could ask someone at home. Who would be a good person to ask?'
- If we feel uncomfortable answering the question we could say 'I'm not the best person to answer that question, let's go and ask...'

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

3.6 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

From time to time the PSHCE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit. Sometimes, we will also use a class record book to record whole class discussions and group work in PSHCE. In some cases, we will ask the children to record key learning activities in a PSHCE Book, to show their development and progress.

4 Sex Education Policy

4.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part

of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty. For pupils to understand conception and birth they need knowledge to underpin this; that a sperm and an egg is needed to make a baby, that the process of sexual intercourse or IVF brings the sperm and egg close enough together to fertilise, that babies develop in the uterus and are usually born through the vagina.

4.2 Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils. Over the next academic year, we will gradually embed these objectives into our curriculum making sure we integrate the learning in a cross-curricular manner, whilst continually assessing and addressing the particular needs of the children (see Section 4 for curriculum organization and Appendix 6 for a progression of skills and objectives). The aim of this structure and on-going assessment is to ensure the children are developing core vocabulary, skills and 'building blocks' within RSE as they progress through the school. Teachers, parent governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

4.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

- Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves e.g. dogs have puppies and cats have kittens etc. – statutory KS1 Science.
- Y3/4 will learn that every animal (including humans) began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.
- Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

4.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

4.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed via the school website and/or a termly Key Stage Newsletter about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. Teachers will be offered support to develop their skills and to learn from others where needed.

4.6 Right to be excused from Sex Education

Within Upper Key Stage Two, parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. This does not include Science. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

Together, we will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group). We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

5 Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHCE Leader, parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

6 Appendices

6.1 Our Relationships Education Curriculum and Language:

Language

Pupils will be taught the anatomical terms for body parts. This will be shared through the RSE policy, and made available via the school website. When each PSHE/RSE unit is taught this will be shared by the termly Key Stage newsletter. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.

From Foundation Stage children will be supported in learning how to value and appreciate their own and other people's bodies. They will learn to recognise and name external parts of the body including using

scientific names for the external sexual parts of the body. During these activities and discussions, it is expected that children may volunteer personal names for the sexual parts of the body and many children of this age will have learned colloquial or family names for body parts. These family names for body parts will be fully respected and accepted during discussions. Alongside the use of these, teachers will use anatomical words which will be referred to as the 'doctor' (scientific) words as they are words which are used by health professionals and words that children will hear used when they visit the doctor. Current SRE guidance recommends that teachers accept colloquial or family terms as well as introducing correct anatomical names. Recognising and naming the sexual body parts for both boys and girls helps children to value these parts of their bodies and enables them to discuss these body parts in more detail and without embarrassment later on in their education. This vocabulary is developed across a number of sequential lessons that also help children to appreciate the variety of things that they can do with their bodies, the similarities and differences between different bodies (including those between boys and girls), how they have changed physically since they were very young and how they will continue to grow and change all their lives. They will also look at personal hygiene and support children in developing appropriate responsibility for it. They will also examine what they currently do to look after themselves, including dressing and undressing. They will learn to recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who provide this care.

Agreed list of vocabulary used in school:

	Key areas of learning	Feelings/ relationships	Body parts and processes		Other
Foundation Stage	External body parts	Range of feelings words e.g. happy, pleased, calm, sad baby child girl boy	size / shape range of simple external body parts e.g. hands, head, teeth penis testicles vagina bottom		range of action words e.g. run, jump growing up germs
KS1 Y1/2	External body parts	same / similar different unique / special responsibility	birth death range of more specific external body parts e.g. stomach, chest		male female man woman teenager adult
LKS2 Y3/4	External body parts Differences between male and female	love dependent independent	breast nipple anus		toiletries bacteria infection hygiene
UKS2 Y5/6	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	puberty development period menstruation cervix labia fallopian tube clitoris ovary ovum vulva vagina uterus ovulation	sperm duct seminal vesicle urethra pubic hair voice breaking arousal erection sexual intercourse	sanitary towel tampon body odour deodorant

			sperm	sex ejaculate conception pregnancy	
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The teaching of [Lesbian, Gay, Bisexual and Transgender \(LGBT\)](#) at Ashby C of E Primary School and specific vocabulary;

- 36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.
- 37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT+, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT+ content at a timely point as part of this area of the curriculum.

[\(Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers - February 2019 - Last updated 9 July 2020\)](#)

We always aim to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). We deal with all types of prejudice, including homophobia, and promote understanding and respect (Equality Act 2010) through our inclusive RSE curriculum. Questions, support or issues of sexual orientation and identity, are always dealt with sensitively and honestly. All information will be inclusive and will include LGBT+ people in stories, scenarios and role-plays. In addition, we will also ensure that our teaching is sensitive and age appropriate in approach and content.

Respectful Language

Ofsted found that in its 2013 report 'Not Yet Good Enough' the casual use of homophobic language in schools is often unchallenged. Through a respectful, inclusive and well established RSE curriculum we aim to always challenge the use of respectful language, whether that is sexism, homophobia or any other form of prejudice. Pupils may hear references to words such as, 'gay,' 'straight' or different kinds of relationships as part of teaching and assemblies. In doing so, children will be made aware that using terms such as 'gay' to mean something is 'rubbish' is not acceptable and the casual use of homophobic, biphobic and transphobic language in school will not be tolerated.

Relationship and Sex Education (RSE) programme of study at Ashby C of E Primary School (the Cambridgeshire PSHE Personal Development scheme of work):

Foundation Stage (Age 4-5):

Early Learning Goals

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> To describe their own appearance and name external body parts including using agreed names for the sexual parts. To understand ways in which their body has changed since they were a baby. To understand how members of their family and other trusted people care for and look after them. | <ul style="list-style-type: none"> To recognise similarities and differences between the bodies of girls and boys. To understand ways of looking after their body and keeping it clean. | <ul style="list-style-type: none"> To understand and value what their bodies can do. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. To recognise how growing up makes them feel. |
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Key Stage One (Year 1/2):

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 & SR2

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|---|--|--|
| <ul style="list-style-type: none"> To recognise the main external parts of the bodies of humans, including names for sexual parts. BS To know how to keep themselves clean. HP To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. HP To understand that babies grow inside a female body until they are ready to be born. (Science) To understand how the needs of babies and young children are met by their families FP | <ul style="list-style-type: none"> To describe what their bodies can do. To know that humans produce babies that grow into children and then into adults. (NC Science Y2) To consider the ways they have changed physically, socially and emotionally since they were born. (NC Science Y2) | <ul style="list-style-type: none"> To understand that not all families are the same, but that love and care should be at the heart of all families FP To understand that they have responsibility for their body's actions and that their body belongs to them BS To consider their responsibilities now and compare these with when they were younger. CAB |
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Lower Key Stage Two (Year 3/4):

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 & SR4

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|--|---|--|
| <ul style="list-style-type: none"> To understand the physical differences between males and females BS To know scientific names for males and female sexual parts and use them confidently BS To understand times to talk about private body parts and identify trustworthy and approachable adults BS To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice might be spread and how they are able to reduce this. HP To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. (Science) To understand that babies begin when a male seed and female egg join together (Sex Ed) | <ul style="list-style-type: none"> To understand the value of carrying out regular personal hygiene routines HP To consider who is responsible for their personal hygiene now and how this will change in the future. HP To consider their responsibilities and how these have changed and how they will change in the future. CAB | <ul style="list-style-type: none"> To value and respect their own bodies and understand their their uniqueness To investigate perceptions of being physically, emotionally and socially 'grown up'. CAB To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children. FP |
|--|---|--|

Upper Key Stage Two (Year 5/6):

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 & SR6		
<ul style="list-style-type: none">• To confidently identify male and female sexual parts and describe their functions. BS• To know terminology for sexual parts appropriate for use in different situations. BS• To know and understand about the physical changes that take place at puberty and how to manage them. CAB• To understand that physical changes affect people in a variety of ways and at different rates CAB• To understand that safe routines can stop the spread of viruses (including HIV) and bacteria. HP• To know about the facts of the human lifecycle, including sexual reproduction and sexual intercourse. (Sex Ed)	<ul style="list-style-type: none">• To know about aspects of personal hygiene relevant to puberty and the implications of these HP• To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. CAB• To have an awareness that there should be a stable, caring relationship in a family to care for children securely. FP	<ul style="list-style-type: none">• To understand how the media, families and friends can influence attitudes to their bodies.• To understand that they have some responsibility for the feelings and wellbeing of others MW• To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment FP• To understand and respect people in a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families FP

6.2 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century’.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Framework Guidance on Character Education from the Department for Education \(2019\)](#)

6.3 Linked National Sources of Support

[http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-](http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx)

[hub.aspx https://www.brook.org.uk/](https://www.brook.org.uk/)

<http://www.fpa.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.bodysense.org.uk/>

<http://www.nat.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

6.4 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time

- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.