



## Pudsey Bolton Royd Primary School

### RSE Policy

Pudsey Bolton Royd takes its responsibility to provide relevant, effective and responsible Relationship & Sex Education (RSE) to all its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school aims for parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils and feel safe to voice opinions and concerns relating to the RSE provision.

#### What is Relationship and Sex Education?

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. Relationships Education and RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. (See appendix 1).

RSE is embedded in our PHSE (Personal, Social, Health Education) and Science programmes of study for Key Stage One and Key Stage Two and within the Computing curriculum. We teach a spiral curriculum that builds upon prior and age-appropriate information in a careful and sensitive way. We give children accurate information about relationships and physical changes as we grow, allowing opportunities to develop life skills and a moral framework that aims to enable them to make positive use of the information. RSE is delivered predominantly by the pupils' class teachers, through well-planned lessons.

#### Why should RSE be taught?

Effective RSE helps children and young people to make and sustain meaningful relationships and gives children and young people essential skills for building positive, enjoyable and respectful relationships and staying safe both on and offline. At Pudsey Bolton Royd, we want children to be able to make responsible and well-informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe. RSE also sensitively provides children with accurate information that will support them with the process of puberty.

We strongly believe that RSE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to their changing bodies. At Pudsey Bolton Royd this is discussed in Years 4, 5 and 6. During RSE sessions children will be taught about relationships and matters relating to the body in a sensitive and positive way. This will help children feel confident and comfortable about discussing these delicate issues.

### Aims and Objectives

At Pudsey Bolton Royd, we teach an RSE curriculum that helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

#### Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

#### Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

#### Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand emotions and relationships

### Curriculum and Language

At Pudsey Bolton Royd we use the Leeds scheme of work called 'You, Me, PSHE'. (See appendix 2)

## Answering questions

At Pudsey Bolton Royd we acknowledge that potentially sensitive or controversial issues may arise as pupils will naturally share information and ask questions.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting by for example:

- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- Encourage pupils to ask their parents/carers any questions outside the planned programme.
- Tell pupils that their question will be answered in a later part of the RSE programme.

## Assessment and Recording

Assessment is an on-going process throughout RSE lessons through observations, discussions and recorded work which is measured against the learning intention set out in the PSHE Curriculum. We have clear expectation of what pupils should know, understand and be able to do at the end of the key stage.

## Links to other policies

Our other policies which have relevance to RSE and were considered when developing this policy include: Anti-Bullying, Safeguarding & Child Protection, SEND plus the school's Single Equality Scheme - all of which are published on the school website.

Government documents and other laws and regulatory frameworks have also informed the RSE policy. (See appendix 3)

## Safeguarding and Child Protection

At Pudsey Bolton Royd we are fully committed in maintaining a high standard of child welfare, ensuring that all the children are safe and therefore Safeguarding and Child Protection is paramount. We strongly believe that pupils have the right to learn in a supportive, caring and safe environment which includes the right to protection from all forms of abuse.

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

Designated Child Protection Officers; Mr Buck, Mrs Morton, Mrs Walsh, Mr Kilner and Mrs Sharp. School's Safeguarding Governor is Mr Hudson (Chair of Governors).

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson include:

- depersonalising discussion
- use of puppets/role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters

## Equal Opportunities

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

The SENCO will liaise directly with parents of children who need a bespoke RSE programme and they will adapt resources to suit individual needs. This partnership with parents is crucial to ensure the child's increasing physical maturity is managed appropriately with their cognitive development. The government recognises that these pupils are often more vulnerable and therefore it is important that they have access to the RSE provision at an appropriate level.

Our RSE curriculum is inclusive and acknowledges and accommodates the diversity within any group of people in terms of, but not limited to, gender, religion, language,

race, culture, socio-economic background, appearance, family set-up, special needs, ability or disability.

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

### The Role of Parents

At Pudsey Bolton Royd, we believe that primary role in children's relationship and sex education lies with the parents and carers. We wish to build a positive and supportive relationship with the parents of the children at our school through mutual understanding, trust and co-operation.

**Parents are not legally able to withdraw pupils from statutory Health Education, which covers puberty and the changing adolescent body.** However, parents have the right to request that their child be withdrawn from some or all of the sex education elements of the **non-statutory** RSE, delivered as part of the PSHE curriculum.

If a parent wishes their child to be withdrawn from the **non-statutory** relationship and sex education lessons, they should submit a written request to withdraw their child to the head teacher, and make it clear which aspects of the non-statutory programme they do not wish their child to participate in. (See appendix 4)

### Development Process:

From September 2020, the law requires primary schools to consult on their Relationships Education policy. A parent/carer consultation process, through a letter/questionnaire, supplying access to the draft policy and curriculum overview (published on the school's website) and a summary of responses via a Frequently Asked Questions document to clarify issues of concern to parents, is to be conducted through the autumn term of 2020. Teaching and non-teaching staff were consulted through staff meetings. Governors were consulted through a governing body meeting and via online meetings. The final policy will be subject to approval by the headteacher and governing body.

This policy was produced by the school's PSHE Co-ordinators. These members of staff are responsible for overseeing and reviewing this policy, they are: Jaskiran Lally and Lydia Tyler. It will be reviewed briefly annually, and in full every 2 years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted,
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. through the use of pupil perception data such as the 'My Health, My School' Survey
- children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance
- children are receiving an entitlement curriculum for Sex Education in line with national and local guidance
- there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- policy and practice are revised regularly and involves staff, governors, parents/carers and pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g., through the school website

### Key Rights and Responsibilities for RSE

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

### Location and Dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website under Statutory Info: Policies. A physical copy of the policy is available free of charge from the school office, on request.

## Appendices

### **Appendix 1 - Statutory aspects of Relationships Education:**

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li></ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p>Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g., family, school and/or other sources.</li> </ul>

Statutory aspects of Health Education (which apply to RSE)

Health and disease prevention	<ul style="list-style-type: none"><li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li></ul>
Changing adolescent body	<ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>

Full document available on:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Appendix 2

Statutory requirements – by law we must teach these objectives.

### RSE Curriculum Overview

Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To understand and respect the differences and similarities between people. <b>(lesson 1)</b></li> <li>• About growing from young to old and that they are growing and changing. <b>(lesson 4)</b> <i>(Links to statutory science content - frog/butterfly life cycle)</i></li> <li>• That everybody needs to be cared for and ways in which they care for others. <b>(lesson 5)</b></li> <li>• About different types of family and how their home-life is special. <b>(lesson 6)</b></li> </ul> <p>•REC, Y1 &amp; Y2 - Cover 'Pants are private' as part of safeguarding</p>	<ul style="list-style-type: none"> <li>• About the biological differences between male and female animals and their role in the life cycle. <b>(lesson 2)</b> <i>(Links to statutory science context - flowering plant life cycles in Summer term)</i></li> <li>• The biological differences between male and female children. <b>(lesson 3)</b> <i>(Builds on statutory science context – Yr 3 currently teach about Human Body, skeletons etc in Autumn term)</i></li> </ul> <p>• 'Safe touch' to include as part of safeguarding.</p>	<ul style="list-style-type: none"> <li>• About the way we grow and change throughout the human lifecycle. <b>(lesson 1)</b></li> <li>• About the physical changes associated with puberty. <b>(lesson 2)</b></li> <li>• About menstruation and wet dreams. <b>(lesson 3)</b></li> <li>• About the impact of puberty in physical hygiene and strategies for managing this. <b>(lesson 4)</b></li> <li>• Strategies to deal with feelings in the context of relationships. <b>(lesson 6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. <b>(lesson 5)</b></li> <li>• To answer each other's questions about puberty with confidence, to seek support and advice when they need it. <b>(lesson 7)</b></li> </ul>	<ul style="list-style-type: none"> <li>• About the changes that occur during puberty. <b>(lesson 1)</b></li> <li>• To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. <b>(lesson 2)</b> <i>(Equalities link e.g. homophobic bullying)</i></li> <li>• What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships <b>(lesson 3)</b></li> <li>• About human reproduction in the context of the human lifecycle. <b>(lesson 4)</b></li> <li>• How a baby is made and grows (conception and pregnancy). <b>(lesson 5)</b></li> <li>• About roles and responsibilities of carers and parents. <b>(lesson 6)</b></li> <li>• To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it. <b>(lesson 7)</b></li> </ul>

Parents have the right to withdraw children from lessons that cover elements that are non-statutory (i.e. highlighted green)

## Year 2

### Lesson 1

Pupils learn to understand and respect the differences and similarities between people

Pupils:

- are able to define difference and similarity
- understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that

### Lesson 4

Pupils learn about growing from young to old and that they are growing and changing

Pupils:

- can identify key stages in the human life cycle
- understand some ways they have changed since they were babies
- understand that all living things including humans start life as babies

### Lesson 5

Pupils learn that everybody needs to be cared for and ways in which they care for others

Pupils:

- understand that we all have different needs and require different types of care
- identify ways we show care towards each other
- understand the links between needs, caring and changes throughout the life cycle

### Lesson 6

Pupils learn about different types of family and how their home-life is special

Pupils:

- can describe different types of family
- identify what is special and different about their home life
- understand families care for each other in a variety of ways

### Year 3

Lesson 2

Pupils learn about the biological differences between male and female animals and their role in the life cycle

Pupils:

- know that female mammals give birth and nurse their young
- can describe the biological differences between male and female
- understand that the creation of life requires a male and female

Lesson 3

Pupils learn the biological differences between male and female children

Pupils

- identify and name biological terms for male and female sex parts
- can label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

<b>Year 4</b>	
<b>Lesson 1</b>	<p>Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can identify changes throughout the human life cycle</li> <li>• understand change is on-going</li> <li>• understand change is individual</li> </ul>
<b>Lesson 2</b>	<p>Pupils learn about the physical changes associated with puberty</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</li> <li>• identify physical changes associated with puberty</li> <li>• understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul>
<b>Lesson 3</b>	<p>Pupils learn about menstruation and wet dreams</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can describe menstruation and wet dreams</li> <li>• can explain effective methods for managing menstruation and wet dreams</li> <li>• understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul>
<b>Lesson 4</b>	<p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can explain how changes at puberty affect body hygiene</li> <li>• can describe how to care for their bodies during puberty</li> <li>• can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>
<b>Lesson 6</b>	<p>Pupils learn strategies to deal with feelings in the context of relationships</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• are able to identify feelings and understand how they affect behaviour</li> <li>• can practise strategies for managing relationships and changes during puberty</li> <li>• can empathise with other people's feelings in relationships, including parents and carers</li> </ul>

## Year 5

### Lesson 5

Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty

Pupils:

- are able to describe how feelings and behaviour change during puberty
- can devise strategies for managing these changes
- understand how changes during puberty can affect relationships with other people

### Lesson 7

Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

Pupils:

- can identify sources of information, support and advice for children and young people
- can use appropriate language to discuss puberty and growing up with confidence
- can answer their own questions about puberty and growing up

<b>Year 6</b>	
<b>Lesson 1</b>	<p>Pupils learn about the changes that occur during puberty</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>• understand that puberty is individual and can occur any time between 8-17</li> <li>• understand that body changes at puberty are a preparation for sexual maturity</li> </ul>
<b>Lesson 2</b>	<p>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</li> <li>• can recognise and challenge gender stereotypes</li> <li>• understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul>
<b>Lesson 3</b> (partially statutory)	<p>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can identify positive qualities and expectations from a variety of relationships</li> <li>• can explain the similarities and differences between friendships and intimate relationships</li> <li>• can describe that there are different types of intimate relationships, including marriage</li> <li>• understand that sex or making love may be one part of an intimate relationship between adults</li> </ul>
<b>Lesson 4</b>	<p>Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>• know that sexual intercourse may be one part of a sexual relationship</li> <li>• can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>• can name the male and female sex cells and reproductive organs</li> </ul>
<b>Lesson 5</b>	<p>Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• know the male and female body parts associated with conception and pregnancy</li> <li>• can define conception and understand the importance of implantation in the womb</li> <li>• know what pregnancy is, where it occurs and how long it takes</li> </ul>

Lesson 6	<p>Pupils learn about roles and responsibilities of carers and parents</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can identify some of skills and qualities needed to be parent and carer</li> <li>• understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>• can recognise that both men and women can take on these roles and responsibilities</li> </ul>
Lesson 7 (partially statutory)	<p>Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can answer each other's questions about sex and relationships</li> <li>• can use appropriate language to discuss sex and relationships and growing up with confidence</li> <li>• can identify sources of information, support and advice for children and young people</li> </ul>

<u>Year group</u>	<u>Language</u>
Year 3	girl, boy, male, female, babies, animals, feed, udders, teats, privates, penis, vagina
Year 4	puberty, change, menstruation, period, wet dreams, erection, circumcised, sex cells, sperm, egg, womb, uterus, ovaries, hormones, sanitary towels, tampons
Year 5 and 6	pubic hair, testicles, scrotum, foreskin, anus, bladder, fallopian tube, gender, sexuality, heterosexual, gay, transgender, lesbian, bisexual, asexual, LGBTQ+

***\*Language used in previous years will be used/referred to again in the following year groups.***

### Appendix 3

#### Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education - statutory safeguarding guidance (2019)
- United Nations Convention on the Rights of the Child

## Appendix 4

### Parental withdrawal from non-statutory sex education within RSE notification form: to be completed and returned to the Headteacher

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Which aspect/lesson of the non-statutory RSE curriculum are you requesting to withdraw your child from?			
Reason for withdrawing from <b>non-statutory</b> sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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