



EMPOWER
LEARNING ACADEMY TRUST

Relationships and Sex Education (RSE) Policy

Agreed by C.E.O.: September 2020

Next Review Date: July 2023

Rationale

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

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

RSE is not about the promotion of sexual activity.

Our Primary Academies

Our primary academies must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Hacton Primary School we teach RSE as set out in this policy.

Our Secondary Academies

Our secondary academies must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bower Park Academy, Hall Mead School and The Brittons Academy, we teach RSE as set out in this policy.

Guiding Principles for Relationships and Sex Education

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding and building confidence and self-esteem.

RSE should:

- Be an integral and age-appropriate part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Be set within the wider Empower Learning Academy Trust context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make

- Generate an atmosphere where questions and discussion on sensitive and sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Ensure an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.
- Empower pupils to recognise what unhealthy relationships look like, what the laws around consent are, making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.
- Teach pupils the knowledge they need to recognise and to report abuse or concerns about abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Ensure, at an age appropriate level, pupils are aware of laws surrounding pornography and explicit images and the impact this can have on healthy sexual development and relationships.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Teach pupils correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils to grow up safely and happy in today's society.

The aim of RSE is to provide balanced, **age appropriate**, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex. This includes being able to recognise and manage the risks posed by online behaviour. This includes risks posed by online relationships and the risk of grooming.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships, including laws relating to consent and sexual violence.

Inclusion

Religion, Culture and Ethnicity

We intend our policy and practice to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond sensitively to parental requests and concerns.

Students with Special Education Needs and Disabilities

We will ensure that all young people receive relationship and sex education, and we will offer provision that is differentiated and personalised to ensure accessibility, appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them. Thus, the curriculum aims to be inclusive for all pupils regardless of sexuality or gender, rather than presenting LGBT issues as separate through 'stand-alone' lessons or topics.

Right to excused from sex education (commonly referred to as the right to withdraw)

Our Primary Academies

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal/Headteacher.

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

Our Secondary Academies

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal/Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal/Headteacher will discuss the request with parents and take appropriate action.

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

Policy Development

This policy has been developed with, and reviewed by, parents from across the Trust, representing parental voice on behalf of their schools, in order to ensure that the policy meets the needs of pupils and parents and reflects the community we serve. There will be the opportunity for parents to be involved in future reviews of this policy. Each academic year there will be opportunities for parents to view a selection of the resources and lesson materials used in Relationships and Sex Education and for them to ask questions of those leading

and/or teaching it. These will be determined by a local level and may include some of: stalls at parent consultation evenings; separate, specific presentations where considered appropriate; presentations by external agencies; open invitations to informal drop-in sessions.

The policy also reflect the views of teachers and pupils. We acknowledge that listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils and the local context. Teachers and pupils views will be included and considered in any review of the policy.

Roles and responsibilities

The Trust Board

The Trust Board will hold the C.E.O. to account for the implementation of this policy.

The Trust Board has delegated the approval of this policy to the C.E.O.

The Local Governance Committee

The Local Governance Committee will ensure compliance with the policy at local academy level and will hold the Headteacher/Principal to account for the implementation of this policy within their individual academy.

The Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw pupils from non-statutory components of RSE (see above).

Academy Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE, following the guidance above.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/Principal.

Pupils

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

Confidentiality and Sensitive Issues

Though every effort will be made to ensure that pupils feel comfortable in these sessions, it is important to clarify that the Child Protection procedures will be strictly followed should a pupil disclose any information which triggers a qualifying concern. Should this situation arise, the class teacher or adult taking these sessions will report to the Child Protection Officer. In any case where a child protection situation arises, the teacher or adult delivering the lessons will ensure that the pupil understands that confidentiality of the information that they have shared cannot be guaranteed.

Monitoring and Evaluation

The delivery of RSE is monitored at local Academy level by the Headteacher/Principal through:

The rolling cycle of learning walks by the Senior Leadership Team for each Academy will specifically include any sessions where RSE is being delivered: in timetabled lessons; through tutor time; internal assemblies or talks; where external visitors deliver workshops, Q&A sessions or use theatre for example. Notes from these learning walks are collated and a record kept. Heads of Department/Co-ordinators will have access to these notes to aid their own evaluation of provision and its effectiveness.

Where delivery of RSE happens in a timetabled lesson, the Head of Department/Co-ordinators will carry out a range of formalised quality assurance measures, which may include: formal observation of teachers where appropriate; planned work scrutiny for each year group as part of a cycle; pupil interview; the review of pupil questionnaires and evaluations. Qualitative data from this process will be recorded and shared between those with responsibility for RSE. In these reviews, any actions needed will be agreed and feedback provided to staff delivering the content as appropriate.

Pupils' development in RSE is monitored by class teachers and/or those delivering the RSE as part of each Academy's internal assessment systems. Pupils' level of secure knowledge will be assessed as part of each unit of study and levels are shared with parents through the reporting cycle.

This policy will be reviewed by the C.E.O. annually. At every review, the C.E.O. will report any changes to the Trust Board and individual academies' leadership teams and Local Governance Committees.

Local Variations now follow

Hall Mead School

Organisation, Content and Assessment of Relationships and Sex Education

Relationships and Sex Education is delivered through the PSHEE Programme and Science lessons at KS3 and KS4, and in Child Development for those who choose this as a Key Stage 4 option. Online safety is part of the Computing curriculum and elements of Health Education are also delivered through the National Curriculum for PE. The PSHEE Programme and Science National Curriculum is taught in every year.

Much of the Relationships and Sex Education takes place within PSHEE lessons. Teachers within that department generally deliver the PSHEE Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PSHEE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction and there is no right to withdraw from these elements.

Assessment is carried out at the end of every module and will include a variety of teacher and peer assessment of knowledge and understanding and interpersonal skills, and self-evaluation of attitudes. Pupils have the opportunity for self-reflection and evaluation of their overall experience, the content and the delivery of the topic at the end of every unit. Pupils' level of secure knowledge will be assessed as part of each unit of study and levels are shared with parents through the reporting cycle and/or parent teacher consultation meetings.

Responsibility

It is the responsibility of the PSHEE Co-ordinator to oversee and organise the monitoring and evaluation of PSHEE, in the context of the overall Academy plans for monitoring the quality of teaching and learning.

The member of staff responsible for overseeing the quality of the RSE delivery at Hall Mead School is Mrs K Fanning: kfanning@hallmeadschool.com

Appendix: The Relationships and Sex Education Curriculum at Hall Mead

The PSHEE Curriculum

Year	Topic	Topic	Topic
7	Friendship & Family		
8	Body Image, Self-Esteem and the Media	Staying Safe in the 21 st Century	
9	Sex and Relationships, including contraception, avoiding pregnancy and STIs	Sexuality and Gender Identity	
10	Relationships: Healthy and unhealthy features, including domestic abuse	Delaying sexual activity/Deciding when the time is right Ensuring consent	Underage and Pregnant (including avoidance, options and abortion) Teen Parenting
11	HIV, including prevention	GCSE RS: Sex, relationships, marriage and families (AQA)	

The curriculum is supplemented with occasional 'drop down' days and workshops depending on quality and availability. This has included theatre workshops on sexual bullying and consent and drop-down days on delaying sexual activity and avoiding sexual pressure. It is also supported by the Academy's integral SMSC and tutor period programme, which is implemented by tutors and covers a range of relevant issues including staying safe, female genital mutilation and sessions from outside speakers where appropriate.

Science Education:

Year 7: Cells and Reproduction (includes physical process of sex, menstrual cycle and some work on contraception and STIs)

KS4: All pupils study 'Aspects of Biology' (including cells, genetics, natural selection, health and disease) as part of their Combined Science GCSE programme. Pupils who have opted to study Triple Science will further study a separate GCSE Biology curriculum including these aspects.

Child Development (Key Stage 4 Option):

Year 10/11: Pregnancy; adoption; families; parenting; contraception; conception; STIs.

Bower Park Academy

Organisation, Content and Assessment of Relationship and Sex Education

Relationships and Sex Education (RSE) is delivered through weekly CPSHE lessons to KS3 students and fortnightly lessons to KS4 students. Each year group has a tailor-made scheme of learning that is age appropriate and linked to other curriculum subjects such as Science and Information Technology. The Science curriculum will concentrate more on the physical aspects of puberty and reproduction, and Information Technology for Internet safety while CPSHE will cover the topics linked to internet safety such as Sexting.

Some parents and carers prefer to take the responsibility for aspects of this element of education and have the right to withdraw their children from all or part of the sex and relationship education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents and carers are encouraged to discuss their decisions with staff at the earliest opportunity and are welcome to review any SRE resources the Academy use.

Those who wish to withdraw their children from CPSHE must write to the Principal providing a reason for their withdrawal request.

Assessments are carried out at the end of each topic (RSE) using a baseline assessment questionnaire. Students complete the assessment questionnaire at the start of the topic and then again at the end of the topic. This should show an improvement in their knowledge and understanding of RSE. Pupils have the opportunity for self-reflect at the end of each lesson, giving them the opportunity to evaluate their experience, the content of the lesson and its delivery. This will also give the students the opportunity to identify what they may have learnt or how they feel about the topic covered during the lesson.

Marking is carried out by staff once all RSE lessons have been delivered. This is to identify any gaps in the students learning. The students will then complete a 'marking sheet' and will complete specific tasks to close the gap in their learning.

Responsibility

The member of staff responsible for overseeing the quality of the RSE delivery at Bower Park Academy is Ms Walsh, acting Head of CPSHE email address: walshd@bowerpark.co.uk

Line manager of CPSHE is Mr Patel. Email address: patelr@bowerpark.co.uk

Appendix: The Sex and Relationships Education Curriculum

CPSHE Education

	TOPIC	BREIF OVERVIEW
Year 7	<u>Puberty</u> 1. Introduction to Puberty 2. Girls and Puberty 3. Boys and Puberty 4. Independence 5. Myths and facts 6. Family	In CPSHE we look at the emotional struggles during puberty and cover physical and emotional changes that happen to both boys and girls. Students are able to discuss issues in a safe environment. We also look at sanitary options for girls and make students aware of independent issues they may face.

		In addition, we look at different types of family and highlight the importance and value of them all.
Year 8	<u>Relationships and sex education</u> 1. Relationships and showing affection 2. What is sex 3. Contraception 4. Sexually transmitted infections (STI's) 5. Consent 6. Pornography 7. Sex alert	This scheme of learning aims to develop on from their last year's puberty SOL, building students' awareness and understanding of healthy relationships. We look at the advantages and disadvantages of various forms of contraceptives. Students will be given a demonstration on how condoms are used and will be given an opportunity to discuss unwanted pregnancies. Students then gain an understanding of the dangers of pornography and sexting.
Year 9	<u>Relationship and sex education</u> 1. Recognising and managing risk 2. Reasons to have sex 3. Consent 4. LGBT 5. Sexting 6. Types of relationships 7. Preventing STI's	This scheme of learning aims to develop on from their RSE Scheme of Learning last year, building students' awareness and understanding of responsible attitudes towards sexual behaviour and reasons to have or delay sex. Students are made aware of the importance of consent and ways when consent by law may be inadmissible. We also look at LGBT and encourage respect for all. We look at the advantages and disadvantages of various forms of contraceptives. Students will be given a demonstration on how condoms are used and will be given an opportunity to discuss unwanted pregnancies. Furthermore, students will learn of the dangers of sexting and the law.
Year 10	<u>Relationships and sex education</u> 1. Healthy relationships 2. Sex and the law 3. Consent 4. Contraception 5. STI's 6. LGBT 7. Unplanned pregnancy 8. Pornography	This scheme of learning aims to build students' awareness and understanding on what makes a healthy relationship and discuss how to tell the difference between healthy relationships and abusive relationships. Students will be made aware of the importance of consent and how to establish clear boundaries within a relationship and ways when consent by law may be inadmissible. We also look at LGBT and discuss why it is important to respect and understand how others choose to live their lives free from discrimination. Students will be given information about contraceptive methods and we will look at different cases studies and discuss which form of contraception would be best for their current situation. Students will be given a demonstration on how condoms are used and will be given an opportunity to discuss unwanted pregnancies.
Year 11	Relationships and sex education	This scheme of learning aims to develop on from their RSE Scheme of Learning last year, building students' awareness and understanding on what makes a healthy relationship and discuss

	<ol style="list-style-type: none"> 1. Marking the right choices 2. Pornography 3. Consent 4. STI's 5. LGBT 6. Teenage pregnancy 7. Good sex 	<p>how to tell the difference between healthy relationships and abusive relationships.</p> <p>Students will be made aware of the importance of consent and how to establish clear boundaries within a relationship.</p> <p>We also look at LGBT and discuss why it is important to respect and understand how others choose to live their lives free from discrimination.</p> <p>Students will be given information about contraceptive methods and look at different cases studies and discuss which form of contraception will be best for the situation.</p> <p>We will also be looking at the dangers of pornography and how it portrays an unrealistic version of sex, this can be confusing for young people having sex for the first time.</p> <p>In addition, we will look at the condom as the safest method to protect from STI's as well as teenage pregnancy. Students will be given a demonstration on how condoms are used and will be given an opportunity to discuss unwanted pregnancies.</p> <p>Lastly, we will discuss how to tell the difference between healthy relationship and abusive relationship and ways to combat an abusive relationship.</p>
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At **KS4** we provide 'drop down' days for year 10 and 11 to deliver relationship and sex education.

Science Education:

KS3: Cells and Reproduction (includes physical process of sex, and some work on contraception and STIs)

- KS4: Keeping healthy
- Mental, physical and social wellbeing.
 - Evaluate and discuss the usefulness of contraceptive methods
 - STIs

The Brittons Academy

Organisation, Content and Assessment of Relationships and Sex Education

Relationships and Sex Education is delivered through the PSHE Programme at The Brittons Academy, as well as throughout the wider curriculum including Science lessons, as well as in Religious Education and Child Development. Online safety is part of the PSHE and Computing curriculum and elements of Health Education are also delivered through the National Curriculum for PE and Food Technology.

Much of the Relationships and Sex Education takes place within PSHE lessons. Teachers within that department generally deliver the PSHE Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction and there is no right to withdraw from these elements.

Assessment is carried out at the end of every module and will include a variety of teacher and peer assessment of knowledge and understanding and interpersonal skills, and self-evaluation of attitudes. Pupils have the opportunity for self-reflection and evaluation of their overall experience, the content and the delivery of the topic at the end of every unit. Pupils' level of secure knowledge will be assessed as part of each unit of study and levels are shared with parents through the reporting cycle.

Responsibility

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall Academy plans for monitoring the quality of teaching and learning.

The member of staff responsible for overseeing the quality of the RSE delivery at Brittons Academy is Miss J Foley: foleyj@brittons.havering.sch.uk

Appendix: The Relationships and Sex Education Curriculum at the Brittons Academy

PSHE Education

Year Group	Topics
Year 7	Personal Identity Healthy and unhealthy relationships Healthy Lifestyles Relationships and Sex Education – including consent, contraception and STIs E - Safety Puberty
Year 8	Substance abuse Diversity – including equality Your mind and body Puberty Relationship and Sex Education

	E Safety Lifestyles - including exercise, nutrition and diet
Year 9	Protecting yourself – including emotional health Female Genital Mutilation Prejudice The Law Human rights Marriage and relationships Nutrition – including special diets
Year 10	Keeping healthy – including nutrition Reproduction
Year 11	Menstrual cycle Personal fitness

We have previously embedded RSE into “drop down day” where we have looked at internet safety, sharing photos and laws around sex in the UK. We have partnered in the past with a company called ‘Explore Relationships’ who work with KS4 students to explore what meaningful relationships look like. The provision of “drop down days” will be reviewed throughout each academic year to ensure they meet the needs of each cohort following the specific challenges they are faced with.

Common threads that run through our assembly programme for all year groups aim to cultivate and develop resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks as well as personal attributes such as honesty, integrity, courage, humility, kindness which are under-pinned by an understanding of the importance of self-respect, self-worth and developing empathy. (74)

Hacton Primary School

Organisation and Content of Relationship and Sex Education

The Relationship and Sex Education programme at Hacton Primary School is tailored to the age and physical and emotional maturity of the pupils. We believe in providing every pupil with open, honest and accurate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

Starting relationships sex education at Key Stage 1 and developing it throughout the primary school year's enables children to acquire information from positive attitudes, developing the skills necessary for effective communication. This will lead to responsible decision making and positive behaviour in the context of a healthy family life, loving relationships and respect for others.

Through our comprehensive Relationships Sex Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

Our Relationships Sex Education curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

A range of teaching methods will be used during the delivery of Relationship and Sex Education to ensure that pupils are being provided with age related knowledge and understanding. Where possible, class teachers will carry out the delivery of these lessons.

Inclusion

The Relationship and Sex programme delivered at Hacton is sensitive to the needs of the different ethnic groups and children with specific needs. As a result, Hacton will respond and adapt lessons for specific pupils and will take specialist advice where necessary. This will often be the case for those children who are part of the Hearing Impaired Unit and have a sign language as their first language.

Responsibility

It is the responsibility of the PSHE coordinators, alongside the staff members who deliver this programme, to oversee, monitor and evaluate Sex and Relationship Education at Hacton Primary School.

The member of staff responsible for overseeing the quality of the RSE delivery is Moira Mead:
mmead@hacton.havering.sch.uk

Appendix: The Relationship and Sex Education Curriculum at Hacton Primary School:

Relationship Education

Year	Unit	Lesson Titles
1	TEAM –Together Everyone Achieves More	Listening, Being Kind, Bullying and Teasing, Brilliant Brains, Making Good Choices
	Be Yourself	Marvellous Me, Feelings, Things I like, Uncomfortable Feelings, Changes, Speak Up!
2	VIP’s	Families, Friends, Falling Out, Working Together, Showing You Care,
	Growing Up	Is it OK?, Pink & Blue, Look at Me Now, Getting Older, Changes
3	TEAM –Together Everyone Achieves More	A new Start, Working Together, Being Considerate, When Things Go Wrong, Responsibilities
	Be Yourself	Pride, Feelings, Express Yourself, Know Your Mind, Media Wise, Making it Right
4	VIP’s	Making Friends, Staying Friends, Is this a Good Friend?, Falling Out, Bullying, Anti-Bullying.
	Growing Up	Changes in Girls, Changes in Boys, Changes in Boys and Girls, Relationships and Families
5	TEAM –Together Everyone Achieves More	Communicate, Collaborate, Compromise, Care, Shared Responsibilities
	Be Yourself	You Are Unique, Let It Out!, Uncomfortable Feelings, The Confidence Trick, Do the Right Thing, Making Amends
6	VIP’s	Family and Friends, Think Before You Act, It’s OK to Disagree! You Decide, Secrets, False Friends
	Growing Up	Changes Bodies, Emotional Changes, Just the Way You Are, Relationships.

Relationship Sex Education

Year	Unit	Lesson Titles
2	Growing Up	Our Bodies
4	Growing Up	Human Reproduction, Where Do I Come From?
6	Growing Up	Let’s Talk about Sex, Human Reproduction

The curriculum is supplemented with ‘drop down’ days and workshops depending on quality and availability. This has included NSPCC Assemblies, Drugs and Alcohol Week, Internet and Online Safety days.

Appendix 1: Parent form: withdrawal from sex education within RSE

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

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