



# Relationships, health and sex education policy

‘Working Together, Valuing Everyone, Learning for Life’

Audience:	Parents, school staff and the Governing Body
Approved:	Governing Body
Other related policies:	Safeguarding and Child Protection Science and ICT/computing curriculum
Policy owner:	Debi Cossins
Review:	2 yearly, or more frequently if legal or statutory frameworks change
Version number:	1

# Relationships, health and sex education policy

## **POLICY OVERVIEW**

### **Overarching Principles**

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place, which we are in agreement with and have included in our curriculum. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, health and sex curriculum for all our pupils. This policy sets out the framework for our relationships, health and sex curriculum, providing clarity on how it is informed, organised and delivered.

### **Roles & responsibilities**

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteachers will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

### **How this relates to national guidance & requirements**

This policy has due regard to, and is intended to be implemented in accordance with, the following legislation, statutory and advisory guidance:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

### **Definitions**

For the purpose of this policy, relationships and sex education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

## **POLICY PRINCIPLES IN DETAIL**

### **Consultation with parents and carers**

We recognise that the role of parents and carers in supporting their children to learn about relationships, health and sex is vital. We intend to give parents and carers every opportunity to understand what we are teaching in the relationships, health and sex education curriculum, and to be consulted with, and offer feedback on, the curriculum content and delivery. Materials which will be used in the school's Sex Education Programme can be seen by parents in school on request and we will provide opportunities for parents to discuss the content of the lessons and to view the videos and resources being used. The school will update parents when Sex Education lessons are being delivered to children (In Summer term). Any general queries regarding the delivery of relationships, health and sex education should be directed in the first instance to the class teacher or to Sandra Sutherland or Jon Queralt Child Safeguarding Leads or Debi Cossins Executive Headteacher.

### **The right to be withdrawn**

As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education curriculum. N.B. this right to be withdrawn does not apply to relationships education or health education, which are statutory requirements and will be taught as per the DfE outlines below.

A letter of consent will be sent out well (Permission will be sought in advance of the non-statutory Sex education lessons via a Teachers2Parents form and parents have the right to withdraw their child. See Appendix 2 for an example letter. Any such request will automatically be granted, but the Headteachers may request to meet with the parent/carer to discuss their request, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include conversation with the pupil. The Headteachers will also discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, possible social and emotional effects of being excluded. The Headteachers will keep a written record of the discussion, and will ensure that the pupil receives appropriate alternative education during the delivery of non-statutory sex education.

## Curriculum organisation and content

Our relationships, health and sex education curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the DfE, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as pupils progress through school.

- Relationships and health education

The tables below have been taken from the DfE statutory guidance document, and provide an overview of the required learning for relationships and health education throughout primary years (Yr R to Yr 6)

<b>Relationships education: by the end of primary school, pupils should know:</b>	
Families and People who care for me	<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	<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> <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 and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<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>

Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <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	<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>

**Health education: by the end of primary school, pupils should know:**

Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• 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</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• 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)</li> <li>• 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</li> </ul>
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Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• 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</li> <li>• 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</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• 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</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• 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</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> </ul>

	<ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• 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)</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</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>

## Sex education

The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals.

Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow.

At Emscote and All Saints', we have devised an overview of what will be covered during these Sex Education lessons, making sure they are age appropriate to the children and gender segregated where needed. Please see Appendix 1 below.

### **Curriculum delivery**

The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. All year groups will learn about 'Protective behaviours' through the Taking Care project on an annual basis. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing and ICT lessons.

In each year group, appropriate resources, including diagrams, videos, books, games, will be used to assist learning, alongside discussion and practical activities. At the discretion of the class teacher, pupils may, on occasion, be taught in gender-segregated groups, (we don't tend to separate the children as they all learn about each other) dependent upon the nature of the topic being delivered. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole-class settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

### **Equal opportunities**

We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves.

### **Confidentiality**

Confidentiality within the classroom is an important component of relationships, health and sex education, and teachers will respect the confidentiality of their pupils as far as is possible. They will, however, report any concerns or disclosures that indicate potential abuse to the Designated Safeguarding Lead as per the school's Safeguarding and Child Protection policy. Pupils will be informed of the school's responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns that they share.

### **Monitoring and review**

This policy will be monitored by the Headteachers and Governing Body. Curriculum effectiveness will be evaluated as per the school's cycle for monitoring of teaching and learning, which will include review of lesson planning, lesson observation, and work scrutiny.

This policy will be reviewed every two years. Review will be undertaken by Debi Cossins, regarding adherence to statutory requirements, and (b) by the Headteachers and Governing Body, regarding school-specific implementation and effectiveness. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.

## Appendix 1

The resources we will be using are from the PHSE Association recommended by the DFE

### **Growing up with Yasmine and Tom**

Welcome to FPA's fully interactive primary school resource to help you teach Relationships Education in the context of a PSHE curriculum. We have provided 32 lesson plans for ages 5-11, key stages 1-2, to help you guide your pupils through various subject areas. These subject areas are.

- **My body**
- **Life cycles**
- **Keeping safe**
- **Feelings**
- **Relationships**
- **Online technology safety**
- **Gender stereotypes**

You can use the whole set as a full programme of Relationships Education or you can choose to deliver certain sessions to supplement a current programme.

Yasmine and Tom, our characters, will guide your group through lots of situations and help them explore some tricky issues. The characters get older as your pupils do so they will stay relevant throughout primary school.

The lesson plans are designed to be as flexible as possible and provide you with a starting point which you can work from and adapt to your class.

The lessons are carefully planned to meet the school's aims of a comprehensive programme of work and the child's entitlement to this information.

Individual lessons have been designed to provide particular learning experiences whether learning facts about e.g. puberty or reproduction (knowledge), learning how to communicate more effectively with other people (skills) or exploring attitudes to issues e.g. around sexuality (values).



When delivered all the lessons should:

- respect individual children's views and feelings;
- enable all children to participate through the use of small group work;
- allow some time to consider what they have learned;
- be brought to a satisfactory conclusion in the time available.

The well-planned lessons include the following elements.

A detailed lesson plan which ensures that:

- sufficient time is allowed for a meaningful learning experience;
- the lesson is completed as planned and children are not left in the middle of an important discussion or activity;
- the important reflection stage is not missed out;
- the pace and mood of the lesson can be varied to maintain children's motivation;
- the lesson is designed to meet the aims which are shared with the children.

A variety of methods and activities which enable students to:

- interact with one another;
- solve problems and make decisions together;
- share experiences in small groups;
- reflect on their own experiences;
- clarify their values and attitudes;
- express feelings in a constructive way;
- develop inter-personal skills.

A balance between:

- pupils working on their own, in small groups and as a whole class;
- oral work, such as discussions in 2s, 4s etc., interviewing, conversation, communication.
- written work e.g. letters, summaries, reviews, stories.

A defined ending:

- a whole group activity e.g. a round;
- setting the next agenda;
- follow-up or preparatory work;
- evaluation.

**Module One Lesson Plans:**

**Key Stage one, 5-7 years**

<b>Subject areas</b>	<b>Topic</b>	<b>Learning outcomes</b>
My Body	Naming body parts	Children will be able to name external and private body parts. Children will be able to draw round a hand and write a simple description of some things it can do internal body parts.
	Keeping clean	Children will be aware why we use products such as soap. Children will discuss what might happen if we do not keep clean. Children will be given the opportunity to create a new brand of soap.
Keeping Safe	Out and about	Children will be able to identify unsafe situations. Children will talk about what to do in an unsafe situation.
	People who can help me	Children will talk about the different people they can call for help. Children will identify someone they feel safe talking to.
Friendships and Feelings	Different emotions	Children will identify emotions from facial expressions. Children will think about why people feel different emotions.
	What to do if we feel sad	Children will identify when and why someone feels sad. Children will think about someone they can go to who cheers them up when they are sad.

Relationships	Different families	Children will identify that all families contain different types of people. Children will discuss same sex parents.
	Friends	Children will identify things which make someone a good friend. Children will think about what qualities they would like in a friend.
Online Technology Safety	Taking care online: personal details	Children will identify that they cannot see other people who are using their computers at the same time (if they do not use their cameras). Children will learn what personal information they should not tell someone on a computer.
	Who can help us?	Children will identify good choices to make online. Children will think about who they could ask for help if they were worried about something online.
Gender Stereotypes / Celebrating difference	Similar and different	Children will identify similarities and differences. Children will think how they are similar and different to someone else.
	Toys	Children will discuss whether toys marketed at different sexes is a good thing. Children will understand that it is not ok to tease someone for the things they like.
Body positivity	Different bodies	Children will be able to appreciate that bodies are different. Children will learn that it is okay to have different body shapes.

**Module Two Lesson Plans:**

**Lower Key Stage two, 7-9 years**

Subject areas	Topic	Learning outcomes
My Body	Sexual body parts - male	Children will identify the male sexual parts with the correct medical terms. Children will discuss other language they have heard used in connection with male sexual parts.
	Sexual body parts - female	Children will identify the female sexual parts with the correct medical terms. Children will discuss other language they have heard used in connection with female sexual parts.
	Keeping clean	Children will understand why washing is important. Children will know how to keep themselves clean, particularly during puberty.
	Me, myself and I	Children will think about positive attributes they possess and those they aspire towards. Children will consider what they will need to achieve future goals.
Keeping Safe	Personal space	Children will identify when someone is physically close to someone else and how that feels. Children will practice communicating with someone who is physically close.
	Identifying risk	Children will know how to make things less risky. Children will talk about ways of keeping themselves safe.
	People who can help me	Children will consider who they would advise other people to speak to. Children will design a poster showing how to tell someone they trust something.

Relationships	What makes a good friend?	Children will identify things which they like in their friends. Children will think about why friendships are important.
	Getting on with your family	Children will identify that there can be tension in families. Children will think about things they like about their family.
Online Technology Safety	Photos of myself online	Children will realise how quickly a picture could travel around the world. Children will think about what pictures they post.
	Who can help us?	Children will know that there is a reporting system on the CEOP website that they can use. Children will design their own cyber-hero/ine who can help them.
Gender Stereotypes / Celebrating difference	Jobs we do	Children will think about different jobs being done by different people. Children will think about what job they would like to do in the future.

**Module Three Lesson Plans**  
**Upper Key Stage Two, 9-11 years**

Subject areas	Topic	Learning outcomes
My Body	Puberty	Children will identify the physical changes their bodies will go through at puberty. Children will discuss emotional changes and someone they can talk to if they feel emotional.
	Periods	Children will identify the female sexual body parts and learn how they are involved in monthly periods. Children will become more familiar with different sanitary protection.
	Wet dreams and masturbation.	Children will understand what ejaculation is. Children will discuss what boys can do when this happens. Children will learn what masturbation is.
Life cycles	How babies are made – sexual intercourse	Children will understand that a sperm needs to fertilise an egg through sexual intercourse. Children will know the age of consent to sex.
	How babies are made – assisted fertility	Children will be aware that a sperm can fertilise an egg through a fertility treatment. Children will think about other ways children become part of families.
	Multiple births	Children will understand the different between identical and non-identical multiple births. Children will think about what it is like to care for more than one child of the same age.
	How babies develop	Children will understand how pregnancy happens. Children will humans gestate for 9 months.

Keeping Safe	Assertiveness, saying no	Children will be aware they have a right to say no. Children will practice saying no.
	Good and bad touch	Children will be able to identify public and private parts of the body. Children will understand they need to give consent to be touched on a private part of their body. Children will talk about what to do if someone touches them without their consent.
	People who can help me	Children will think about who they could talk to outside of the home if they had a problem. Children will learn the number for Childline.
Relationships	Trust	Children will identify why trust is important. Children will think about someone they trust.
	Friendships and pressure	Children will recognise what peer pressure is. Children will think about ways to say no to peer pressure.
Online Technology Safety	Social media and sending pictures	Children will be aware that anything they post on a social media will be public. Children will think about the nature of the pictures they post.
	Online bullying	Children will know online bullying is as bad as bullying in the playground. Children will identify someone they could tell if they were a victim of online bullying.
Gender Stereotypes /	Sexual Orientation	Children will be aware that there are different sexual orientations. Children will explore discrimination because of a dividing factor.

Celebrating difference		
	Equality and the law	Children will identify how their age can cause prejudice. Children will design a equalities logo for their

Appendix 2 Sample SRE letter to parents:

Dear Parents and Carers,

From xxxx, teachers will be beginning to deliver lessons linked to Sex & Relationships Education (SRE). These lessons will be age-appropriate, and will be delivered in line with the guidance from the Department for Education. Please see the table above for the content to be delivered in each year group.

Please note that this year we will not be running a video-based session as we have done previously; instead, we are delivering the content like a normal lesson. We hope that this will help the children understand these issues more thoroughly with the help of their class teacher.

If you wish to examine the materials the teachers will be delivering, please call into the office or speak to Mrs Sutherlands or Mrs Cossins in the playground.

If, once you have seen the materials, you wish to withdraw your child from the SRE sessions, please complete the slip provided and return it to your class teacher. If you are happy for your child to take part, there is no need to return the slip.

Yours sincerely

Xxxxx

**Please sign and return this slip to your child’s class teacher if you DO NOT want your child to participate in the sessions. If you have any concerns please speak to your class teacher.**

Name of Pupil: ..... Class .....

I confirm that I do NOT wish for my child to participate in Sex & Relationships Education lessons.

Signature..... Parent/Guardian