QUEENSMEAD PRIMARY ACADEMY

# Relationships and Sex Education Policy
## September 2026

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| **Created:** | September 26 |
| **Review Date:** | September 27 |

**Values and Ethos**

This policy covers Queensmead Primary Academy's approach to how we support children's development and understanding around relationships, health and sex education. The policy is developed in line with the expectations of the DfE Statutory Guidance for RSE. This policy has been adapted and personalised to become an academy level document based on the GAT RSE Policy. In addition to this, key elements of this policy include reference to a body of developmental work carried out and collaboratively endorsed by our local group of schools in Leicester West in order to have a cohesive local approach. This updated policy includes the results of the Government consultation ending in July 2025 which become statutory in September 2026.

We define 'relationships and sex education' as a curriculum which will help our children grow in confidence and understanding relating to how they as individuals will develop, grow and mature into responsible individuals.

- ✓ We believe relationships and sex education is important for our academies because it will help our children to value positive relationships and to have the confidence and strength of character to identify and lead a healthy lifestyle.
- ✓ We view the partnership of home and academy as vital in providing the context of open discussion, honesty and support.

The intended outcomes of the programmes of study are that pupils will:

- Know and understand, how as individuals our bodies change as we get older.
- Understand they have the right to be safe.
- Understand they have a responsibility to be a responsible, valued member of the academy.
- Develop the skills needed to lead a healthy lifestyle.
- Develop the attributes of positive relationships.

**Aims**

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the academy ethos of nurturing a caring community

**Statutory Requirements & Legislation**

Queensmead Primary Academy follows the Department for Education statutory guidance from July 2025. Both Relationships Education and Health Education are compulsory for all pupils receiving Primary Education

Documents that inform Queensmead's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Locally Agreed RE Syllabus in line with SACRE Guidelines
- Supplementary Guidance SRE for the 21st Century
- Keeping Children Safe in Education – Statutory safeguarding guidance

**Definition**

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

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

***Health Education***: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

***Sex Education***: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw a pupil from sex education lessons up to three months before the 16$^{th}$ birthday of the pupil when the child can choose to opt in.

**Curriculum Design**

The curriculum for RSE is set out in line with the GAT RSE policy as well as locally agreed by Leicester West schools. Parents are consulted and kept informed as per DfE expectations.

The curriculum at each of our academies will take into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online inappropriately.

The RSE programme is an integral part of whole school PSHE provision and will cover: Health and Well Being, Relationships and Living in the Wider World. It:

- is inclusive of equality and diversity and academies will demonstrate this by ensuring the curriculum enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.
- will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils.
- supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- will be taught through a range of teaching methods and interactive activities.
- will be adapted for pupils with SEND through strategies such as differentiated resources, visual supports, scaffolded learning, alternative communication methods or specialist input.
- will ensure that learning about relationships and sex education will link to/complement learning in science and SMSC.

**Delivery of RSE**

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

**Roles and Responsibilities**

**The Trust**

The Trust has a set of activities that will monitor the quality and effectiveness of the RSE policy and curriculum in each academy. The Curriculum Assurance Board will be key to the monitoring of this policy and will develop additional support or guidance to academies if required.

**The Academy**

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education. The Principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.

- The nominated person for PSHE is responsible for development of the curriculum and monitoring of the curriculum across the academy.
- It will be taught by teachers in each year group.
- Teachers will receive RSE training as appropriate.

The Principal will ensure that there has been consultation with the academy community and parents/carers on the policy and curriculum for RSE in line with the guidance from the DfE. The academy also publishes information and updates on our website and keeps parents informed of changes and amendments.

Parents who would like further information about any aspect of this policy can have access to lesson materials, schemes of work or teaching resources by contacting the school office to arrange an appointment with the RSE lead or member of the SLT.

## Developing a policy

13. All schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

**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/non-science components of Sex Education

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 Principal. All class teachers are responsible for teaching RSE.

**Pupils**

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

**Safeguarding**

At Queensmead we consider how safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers are aware of the academy confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding lead who will follow academy policy for safeguarding.
- Visitors/external agencies which support the delivery of RSE will be required to adhere to academy safeguarding policies, confidentiality and the RSE policy.

**Parents' right to withdraw**

Requests for withdrawal should be put in writing (optional form can be found at **Appendix 4**) and addressed to the Principal. The trust would expect the Principal to honour appropriate requests for withdrawal and meet with parents to discuss these in line with the DfE guidance as summarised in **Appendix 5**. Alternative work will be given to pupils who are withdrawn from sex education.

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/non-science components of sex education within RSE. See Appendix 5 for DfE guidance on this issue.

**Training**

Staff are to be trained on the delivery of RSE.

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

**Monitoring Arrangements**

The delivery of RSE is monitored in academies by senior leaders through activities such as planning scrutinies, lesson visits, children and staff surveys Pupils' development in RSE is monitored by class teachers as part of internal assessment processes.

The implementation of this policy is monitored by the Trust through:

- ✓ Assurance activities to ensure statutory arrangements are in place in each academy
- ✓ Assurance activities to ensure the academy policies are being implemented and the RSE curriculum in each academy is of sufficient quality

**Assessment**

There are many reasons why it is important that learning in PSHE, including RSE, is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.
- Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

At Queensmead:

- Pupils will be provided with time to discuss and share their thoughts and feelings appropriately
- Adults will be expected to respond to pupil needs through follow up work that could be whole class, small group or 1:1.
- Pupils will have opportunities to review and reflect on their learning through activities including reflection time, discussion, written work and artwork.

- Pupil voice and assessment will be used to adapt and amend planned learning activities
- Parents will be informed of pupil understanding in the usual ways including via parent consultations and written reports.

**References and Sources**

The following have been referenced during the development of this policy:

- The PSHE Association
- Department for Education guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Equalities Act 2010
- Keeping Children Safe in Education
- Early Years Foundation Stage – Early Learning Goals and Development Matters
- Leicester Development Group West

# Relationships education: content to be covered by the end of primary

**Families and people who care for me**

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

**Respectful, kind relationships**

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

**Being Safe**

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

**Online safety and awareness**

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

# Primary health and wellbeing: content to be covered by the end of primary

## General Wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

## Wellbeing Online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

**Physical health and fitness**

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol, tobacco and vaping**

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

**Health protection and prevention**

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

**Personal safety**

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

**Basic first aid**

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

**Developing bodies**

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Overview of RSE Curriculum content for Queensmead Primary Academy by Year group:

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| F2 | • My body- building the parts of a body.<br>• Respecting my body- being happy and healthy. Healthy eating and doing things that make us happy.<br>• Growing up- understand we grow from babies to adults. Order 3 pictures<br>• Worries and how to overcome these – linked to moving to year 1<br>• Celebration of the year and their achievements. |
| Year 1 | • Life cycles – animals and humans (frog, frogspawn, tadpole) (babies, child, teenager, adult, elderly)<br>• Changing me- understand change is normal. Look at when they were a baby and now they are 5 or 6… what has changed e.g longer hair, taller, like different things.<br>• My changing body- look at baby pictures. How have I changed? Look at how bodies have grown and personalities have changed.<br>• Differences between girls and boys bodies – use scientific language (science- label body parts) vagina, penis, testicles, nipples, breasts, anus.<br>• What have we learnt since we were babies? Link to pride. Learning more as we grow.<br>• Coping with change- discuss changes that have happened and how we cope with change. Methods to help with worrying/anxiety. |
| Year 2 | • Life cycles-nature. Discuss how changing and growing up can make us feel (worried about the unknown or change)<br>• Growing from young to old- understand it is out of our control. Discuss older people in our lives and community.<br>• Changing me- recognise how my body changes as I have grown up. Celebrate growing independence (baby, toddler, child, teenager, adult, elderly person)<br>• Differences between girl's and boy's bodies- body parts that are the same and different. Use scientific language vagina, penis, testicles, nipples, breasts, anus, male, female, private.<br>• Assertiveness-different types of touch i.e hug, squeeze, cuddle. Recognising what is comfortable and uncomfortable and trusting gut instincts.<br>• Looking ahead- thinking about changes that may come as they move on to next year. Discuss feelings and strategies to cope. Focussing on positives. |
| Year 3 | • Differences between girl's and boy's bodies- body parts that are the same and different. Use scientific language vagina, penis, testicles, nipples, breasts, anus, male, female, private (same as year 2)<br>• How babies grow and where they grow (use language womb and uterus) thinking about new babies and what they need to survive. Considering how this changes as we grow up.<br>• Babies emotional needs- love, affection and attention and physical needs nappies, milk etc.<br>• Family stereotypes- gender stereotypes for boys and girls- look at stereotypes of responsibilities in the home. Toy packaging- designing toys without stereotypes. |
| Year 4 | • Outside body changes- changes that happen to boys, girls and both. Looking at changes we can't control (height, voice, new friends, hair, breast growth and pubic hair). Discuss how they feel about these changes. |

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|---|---|
| | • Girls and puberty- menstruation linking to female reproductive system. Looking at products used for menstruation.<br>• Discuss changes that have happened to them already (height, teeth etc) and the changes ahead.<br>• Accepting change- Do we have control over changes that happen to us? Strategies on how to cope with change. Where can you find support? |
| Year 5 | • Having a baby- sperm and egg joining through intercourse to make a baby.<br>• Re-cap internal and external body parts for females and males that are involved in reproduction.<br>• Puberty in girls- female reproductive system ( egg being released once a month). Menstruation and sanitary products. Discuss support for anxiety or worries about changes.<br>• Puberty in boys- male reproductive system (sperm being made in testicles). Changes in boys : vocabulary to use erections, wet dreams and ejaculation.<br>• Self- image and body image- link to self esteem and positive self -talk. Understanding that we need to be kind to ourselves. Look at airbrushed images and media influence. |
| Year 6 | • Puberty- recap changes in boys and girls during puberty. Change in bodies over time. Myths and truths about puberty.<br>• Girl talk/boy talk – children separated for this lesson. Discuss and answer any questions that the children have about puberty or changes in them.<br>• Babies: Conception to birth-looking at a baby developing in the womb. Learning about when different parts develop as the baby grows. Discuss birth and how the parents may feel once the baby is here.<br>• Independence and ages they think it is ok for them to be independent e.g. walk home alone, be in the house without an adult etc.<br>• Self image- real self image and an ideal one. Discuss airbrushing and how this is not reality. Looking at how differently they see themselves and their 'ideal selves' and how healthy this is. Learning ways to boost confidence |
| | Any bullet point highlighted in grey above are non-statutory |

## Appendix 4: Optional Parent Form to Request Withdrawal

| TO BE COMPLETED BY PARENTS<br><br>XX Academy Withdrawal from Sex Education | | | |
|---|---|---|---|
| Name of Child: | | Class: | |
| Name of Parent: | | Date: | |
| Reason for withdrawing from sex education: | | | |
| | | | |
| Please identify the lesson/s you wish to withdraw your child from: | | | |
| | | | |
| Any other information you would like the school to consider: | | | |
| | | | |
| Parent signature: | | | |

| TO BE COMPLETED BY THE ACADEMY | |
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| Agreed actions from discussion with parents: | *Include notes from discussions with parents and agreed actions taken.* |
| | |

**Appendix 5**

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

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the

the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.