THE CHURCH OF ENGLAND
Diocese of Norwich

Relationships Education, Relationships and Sex Education and Health Education (RSHE) Model Policy with Supporting Guidance

November 2019

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Introduction

The Diocese of Norwich's Board of Education has provided this guidance to support schools in implementing the new Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, 2019.

Our passion and ambition is to see children in all our schools and academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God.

We recognise the challenges that schools may face in ensuring the new statutory subjects are taught effectively, inclusively and in accordance with the Diocese vision for education.

The aim of this guidance is to support schools through provision of a model policy that satisfies the requirements of the new guidance, draws upon best-practice and evidence-based approaches, and reflects the Diocesan vision for education. It provides accompanying implementation guidance to support schools to adopt the policy according to the specific needs of their individual school and community. This guidance is complemented by a programme of training for school leaders, RSHE teachers and governors to ensure that the policy is appropriately embedded, achieving maximum positive impact on pupil health, wellbeing, safeguarding and lifelong outcomes. The Diocese anticipates that this will assist in ensuring pupils served by our family of schools live 'life in all its fullness'.

This guidance should be read in conjunction with:

- Relationships Education, Relationships and Sex Education and Health Education Guidance, 2019.
- Keeping Children Safe in Education
- The Church of England's Vision for Education

> *There are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.*
>
> *All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.*
>
> National RSHE Guidance

Diocese of Norwich RSHE Vision

Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

The Diocese of Norwich welcomes the commitment by the Government to improve relationships, sex and health education in all schools through the new Relationships Education, Relationships and Sex Education and Health Education Guidance, 2019. Approached sympathetically, the new statutory curriculum provides a valuable opportunity to help fulfil our vision.

> *Our passion and ambition is to see children in all our schools and academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God. Our culture is one of high aspiration rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see Norfolk, and our schools in North East Suffolk, and its education system recognised as a place of aspiration, achievement and hope whether living in a rural area, coastal community, market town or the city of Norwich.*

An education based on Christian vision and values is centred on the formation of the whole child. RSHE is a key enabler of this, supporting children and young people to have essential knowledge, values and skills to be themselves and support others to be happy, healthy and safe in the modern world.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way".

Secretary of State, 2019

Establishing a school vision for RSHE

Developing an overarching vision, supported by agreed principles that underpin your RSHE policy and curriculum will ensure consistency in the effective teaching of RSHE, that meets the identified needs of your school community, according to the ethos and values of your school.

> *114. Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Schools must also comply with the relevant provisions of the Equality Act.*
>
> *115. Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections).*
>
> National RSHE Guidance

To identify national issues to meet the needs of pupils, you may find reading the latest Childline report: Courage to Talk insightful. Page33 lists the top ten reasons pupils contact Childline by age range.

Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.

It includes school-age health profiles and young people's health profiles.

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

There are also early years health profiles.

You can use these local health and wellbeing profiles to identify bespoke localised need, supporting the development and delivery of your RSHE curriculum and policy.

Policy development

A robust RSHE policy will support your school to achieve the identified RSHE vision. It will empower teachers to teach RSHE effectively and with confidence, reducing concerns about negative responses from internal and external sources to the school.

A RSHE Policy serves a number of purposes:

- Establishes the intent and aims of the RSHE curriculum
- Outlines the approach to teaching of RSHE
- Clarifies intended outcomes of RSHE provision for pupils
- Reflects the ethos and vision of the Diocese and school

The RSHE Policy will be used to:

- Establish clear guidance and a teaching framework for teachers. This will help ensure consistency of best-practice, evidence-based teaching and learning and enable clarification of issues that can be explored within RSHE lessons to guide and empower teachers.
- Share the planned RSHE programme and approach with parents, carers and the wider school community.
- Provide external contributors to the RSHE curriculum with knowledge and understanding of the vision, aims, agreed approaches and values of the RSHE curriculum including the boundaries for their work and process for managing safeguarding disclosures.
- Ensure continuity and progression of learning by feeder schools and other schools working in partnership, when curriculum planning.

> *52. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.*
>
> *National RSHE Guidance*

School policy links

The RSHE policy forms part of a set of policies promoted by the Diocese and your school. Links should be made between these policies where appropriate and explicitly referenced where relevant. Examples of relevant policies may include, but are not limited to:

- Safeguarding
- Extremism
- Equality and Diversity
- Behaviour
- Antibullying
- Teaching and Learning
- Assessment
- Online Safety
- Confidentiality
- Citizenship
- Religious Education

School curriculum links

It is important to highlight relevant links between RSHE and other curriculum subjects and initiatives, identifying how overlaps will be managed. Examples of relevant curriculum overlaps may include, but are not limited to:

- British Values
- SMSC
- Promoting alternative thinking strategies (PATHS) or other such programmes
- Science
- Religious Education
- Citizenship
- ICT
- Physical Education
- Music and the Arts

7. The lead teacher will need to work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

National RSHE Guidance

Legislative requirements

The RSHE Policy must reflect the vision and values of Diocese and meet the needs of your school, teachers, parents, pupils and the wider community it serves. Any amendments that are made to the provided policy to ensure the full range of needs are reflected and met, must remain compliant with relevant legislation and guidance. These may include, but are not limited to:

- Education Act, 2002
- Education and Inspections Act, 2006
- Academies Act, 2010
- Equalities Act, 2010 and schools
- Keeping Children Safe in Education
- SEND Code of Practice: 0-25 years

Policy implementation

The government have committed to reviewing the new statutory guidance regularly. Best practice recommendations propose a review at least every two years to ensure that the policy continues to meet the needs of the school and the community it serves, ensures ongoing consistency with the Diocese vision and ethos and that it remains in line with current DfE advice and guidance. The RSHE curriculum should be reviewed separately and on a more regular basis to reflect pupil needs, development and ensure progression of learning.

The new RSHE Guidance says:	**It is recommended to:**
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.	▪ Read and understand the model RSHE policy ▪ Identify a productive approach to sharing the policy with parents. This may include with a parent voice group, parent governors and parents of particular faith/cultural groups.
15. All schools must have an up-to-date policy, which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website.	▪ Upload the school policy to your website ▪ Reference the policy in your school prospectus ▪ Be prepared to provide hard copies of the policy upon request, in different formats to ensure accessibility ▪ Update your school policy review cycle
18. The policy should also reflect the views of teachers and pupils. Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils.	▪ Conduct a pupil consultation on RSHE and share anonymised findings as appropriate. ▪ Introduce the policy with staff through a staff meeting. ▪ Upload the policy to a communal staff shared drive. ▪ Ask staff to complete a response slip that confirms they have read and understood the policy, and asks for a comment about the content. This could be ‘What aspect of the new RSHE policy do you feel will most support your teaching of RSHE?’

Model RSHE Policy

Schools will be able to directly adopt the body of this model policy, subject to customising some areas of it to meet the requirements of their individual school communities and to reflect their individual RSHE vision and curriculums.

It should be used as a template for the governing bodies of schools within the Diocese of Norwich to discuss, amend and adopt, in the light of their unique school context.

Customisable elements to the policy are in *italic* text.

Diocese of Norwich
St Benet's
Multi Academy Trust

Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

Policy Type:	**Trust Policy**
Date Issued by MAT:	**02/10/2024**
Approved By:	**Standards and Performance Committee**
Approval Date:	**10/07/2024**
Review Date:	**July 2025**
Person Responsible:	**Deputy Chief Executive Officer**

Our Christian Ethos and Values

Our academies are open to all and accepting of all regardless of faith. Our passion and ambition are to see children and young people in all our academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God.

Our culture is one of high aspiration for all. This is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see our academies acknowledged as places of aspiration, high quality learning, achievement and hope making a significant contribution to the communities they serve.

All policies within St Benet's Multi Academy Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governance Committee and the Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

Policy context and Rationale

This relationships, sex and health education policy covers Acle St Edmunds Primary Academy approach to teaching relationships, sex and health education (RSHE).

The core policy was produced by the Diocese of Norwich in collaboration with an external national RSHE Adviser. The policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders.

Policy availability

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can

be obtained in an alternative format by contacting Acle St Edmunds Primary Academy Office.

Policy values, aims and objectives

Our school/academy supports the aims and objectives set out by the Secretary of State for Education in the RSHE Guidance, 2019 which says 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society'.

Secretary of State Foreword, 2019

RSHE is delivered to compliment the wider ethos, values and principles of the Diocese of Norwich. Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our school's overarching distinctively Christian vision for pupils is "From a tiny seed…. all things are possible". RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. Our school values which drive the vision are Hope, Trust, Respect and Compassion.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. It will equip children and young people with accurate information, positive values

and the skills to enjoy healthy, safe and positive relationships, within which they value their sexuality and take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The objective of RSHE is to support children and young people through a journey of physical, emotional and moral development, through the teaching of essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act, 2010 and through the teaching of the Christian perspectives on relationships and sex.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including NSPCC, Barnardo's, The Children's Society and education unions.

As the Diocese of Norwich, we are committed to the RSHE which:

- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online

- Respects gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self–esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law, to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole-school community in accordance with the school's approach to inclusion.

Teaching and learning

The RSHE programme will be led by Jackie Lansdell/Racheal Holmes and taught by teachers and supported by Jigsaw/TA Staff/outside organisation. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Acle St Edmunds/Little Plumstead Primary Academy. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal system.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE because of the particular expertise or to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, the school will:

- Check the visitor or visiting organisation's credentials

- Ensure the teaching delivered by the visitor fits with their planned programme and our published policy
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils
- Ask to see the materials visitors will use as well as a lesson plan in advance, to ensure it meets the full range of pupils' needs (e.g. special educational needs)
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times
- Monitor and evaluate the visitor input to inform future planning

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Curriculum

Maintained schools and academies are required to provide a curriculum, which is broad and balanced in accordance with Section 78 of the Education Act 2002. Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE (paragraph 2(2)(d)), and to prepare pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i). Part 2 of the Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of pupils

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually during their school years by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is detailed below, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

Primary

Relationships Education	*Families and people who care for me* *Caring friendships* *Respectful relationships* *Online relationships* *Being safe*
Sex Education	*How a baby is conceived and born*
Health Education	*Mental wellbeing* *Internet safety and harms* *Physical health and fitness* *Healthy Eating* *Drugs, alcohol and tobacco* *Health and prevention* *Basic first aid* *Changing adolescent body*

Secondary

Relationships Education	*Families* *Respectful relationships including friendships* *Online and media* *Being safe*
Sex Education	*Intimate and sexual relationships, including sexual health*
Health Education	*Mental wellbeing* *Internet safety and harms* *Physical health and fitness* *Healthy Eating* *Drugs, alcohol and tobacco* *Health and prevention* *Basic first aid* *Changing adolescent body*

Assessment and monitoring

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. There will be self-assessment tasks throughout the programme that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the

senior leadership team. Governors will monitor the quality of provision, pupil progress and accessibility of the RSHE provision. Specific governor responsibilities are in section 38 and 39 of the RSHE Guidance. The observations and findings of which will be used to identify and inform future staff training and resource needs.

Responding to pupil questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness, contrasting personal beliefs including disagreement with the official teaching of the Church and otherwise. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the framework of the class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the child to ask a parent or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher

Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise of topic coverage so that the school can be responsive to pupil's pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with the Safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

The Secretary of State's letter published 23rd October 2023 states that schools and providers of teaching resources should share their RSHE materials with parents. It states that parents should have confidence in their right to see what their children are being taught in the classroom and giving them an opportunity to comment. The letter states that companies providing teaching resources cannot use copyright law to forbid parents from seeing materials, and that schools should share materials regardless.

Sharing RSHE resources in the context of face-to-face meetings is optimal (so what you cover, why you cover it and how you cover it can be best understood) but this is not always be suitable for busy families. Schools can lawfully share copies of resources via an online "parent portal" or, if this is not possible, through a presentation. Schools should ask families to agree that the content will not be copied or shared further except as authorised by copyright law. If families cannot attend a presentation or access an online 'parent portal', schools may provide copies of materials for families to take home, provided they agree not to copy the content or share it further except as authorised by copyright law.

Parental right to have a child excused

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory sex education, they should discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher should outline to the 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

detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to have their child excused from non-statutory sex education, 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.

The school must document this process.

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.

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.

Links to other school policies and curriculum

This policy complements the following policies and curriculum:

- Anti-bullying
- Assessment
- Behaviour
- British Values
- Citizenship
- Confidentiality
- E-safety
- Equality and diversity
- Extremism
- ICT
- Inclusion
- Music and the Arts
- Online safety
- Physical Education
- Religious Education
- Safeguarding
- SMSC
- Science
- Teaching and learning

Review date or Monitoring and Review

The Local Governance Committee monitors the impact of RSHE on an annual basis. The Governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed annually, or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for July 2025.