



# Relationships and Sex Education Policy

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## Policy Information:

<b>Date of last review</b>	January 2024	<b>Review period</b>	Annually
<b>Date approved</b>		<b>Approved by</b>	Local Academy Council
<b>Policy owner</b>	School RSE Lead	<b>Date of next review</b>	January 2025

## Updates made since the last review:

Review date	Changes made	By whom
February 2023	None	RSE Lead
January 2024	Who is responsible for checking the delivery	Teresa Jones

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## 1. Introduction

At Leycroft Academy we aim to educate the whole child and to ensure all children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and

academic success. Relationships Education, Relationships and Sex Education (RSE) and Health Education is a fundamental part of our Personal Development Curriculum and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy, love and care.

## **2. What is Relationships and Sex Education**

Relationships and Sex Education relates to learning about physical, moral and emotional development, understanding the importance of family life as well as of stable and loving relationships, and promoting British values such as tolerance. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and supports young people in developing self-confidence in preparing for physical and emotional changes into adulthood. RSE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens but also the responsibility that this brings.

Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as help to identify child protection issues in young children. Relationships education is not about the promotion of sexual orientation or sexual activity as this would be inappropriate teaching. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

## **3. Aims and Objectives**

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education including its content, progression and delivery, and that the pupils receive their educational entitlement. It is our intention that all children have the opportunity to experience a bespoke and relevant programme of Relationships and Sex Education at a level which is appropriate for their age, cognitive and physical development with differentiated provision as required. Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims:

- To provide the knowledge and information to which all pupils are entitled.
- To help pupils recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, to understand how to manage conflict, and also how to recognise unhealthy relationships.
- To ensure pupils learn about how relationships may affect health and wellbeing, including mental health.
- To provide the confidence for pupils to be active participating members of society and to value themselves and others.
- To prepare pupils for puberty and adulthood and encourage them to take responsibility for their own actions.
- To equip pupils with the knowledge and skills needed to make healthy, responsible choices about their health and wellbeing including personal hygiene.
- To equip pupils with the knowledge and understanding of how to respect and care for their bodies.
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. ***Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.***

- To promote pupil understanding of reproduction
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To answer pupils' questions honestly and sensitively referring the children to parents where appropriate.
- To give pupils information on where individuals and families can get help and support.
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs.

#### **4. Statutory Guidance**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in all state funded schools.

This policy was developed with regard to the

- Statutory guidance on RSE and Health Education.
- Keeping Children safe in Education: for Schools and Colleges (Statutory Guidance).
- Behaviour and Discipline in schools: Guidance for Headteachers and Staff.
- Equality Act 2010: Advice for Schools.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Alternative provision.
- Mental Health and Behaviour in Schools.
- Preventing and Tackling Bullying.
- Cyber bullying: advice for headteachers and school staff.
- Advice for Parents and Carers on Cyber Bullying.
- Sexual Violence and Sexual Harassment between Children in Schools.
- Promoting Fundamental British Values as part of SMSC in Schools.
- National Citizen Service: Guidance for Schools and Colleges.

#### **5. Links with other policies**

This policy should be read in conjunction with the following School policies:

- Safeguarding Policy
- Anti-Bullying Policy Do we have this?
- E-Safety Policy
- Equality Information
- Behaviour Policy
- Intimate Care Policy
- Communication Policy
- SEND Policy

## 6. RSE Curriculum Planning

Relationships and Sex Education is the multi layered acquisition of skills, knowledge and understanding of ourselves, our bodies and our relationships. It is taught using content and materials that consider the developmental, cognitive and chronological age of the pupils. Leycroft Academy delivers the RSE offer as informed by statutory content set out in the RSE and Health Education Guidance 2019 (please refer to **Appendix 1** and **Appendix 2**), however in the context of a broad, differentiated, balanced and sequential curriculum tailored to the needs of the school population. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. When appropriate students will follow a structured, graduated and age appropriate programme to increase their understanding of aspects of puberty, health and sexual relationships. **Although identified progressive curriculum maps are in place, yet the sequence in which learning units are being taught may be changed to reflect the specific needs of student cohorts or individual student needs.**

As part of our Leycroft Curriculum - which incorporates our RSE offer- we focus on helping pupils develop an understanding of themselves, form good relationships and respect the differences between people. We also aim to prepare pupils for any physical and emotional changes during puberty, which some will begin to experience before they reach secondary age. Further curriculum content includes learning units on what makes us unique and special, healthy relationships, families, special people, belonging and keeping safe, personal care and hygiene, mental wellbeing, physical health and fitness, healthy eating as well as substance misuse.

**For detailed information of topics covered across identified core themes please refer to our Social and Emotional Development Curriculum Overview.**

## 7. RSE Delivery

We teach Relationships and Sex Education in the context of the school's aims, ethos and values framework promoting respect for self and others, responsibility for own actions as well as for family, friends, school and community. Whilst Relationships and Sex Education in our school means that we give children information about the way relationships develop and grow over time from childhood through to adult relationships, we do this with an awareness of the moral code and values which underpin all work in school. **Leycroft Academy is aware of the Preparing for Adulthood outcomes as set out in the SEND Code of Practice and ensures that RSE teaching is differentiated, personalised and delivered in a relevant and accessible way.**

RSE content is taught by teachers across identified curriculum strands (i.e. Physical Development and Wellbeing, Social and Emotional Development and Wellbeing, as well as Communication) and through a sequence of identified milestones. Since Relationships and Sex Education incorporates the development of self-confidence, self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life. Where appropriate, **outside visitors** and professionals may be invited to further enrich the RSE curriculum through direct classroom input or in the context of Personal Development Day activities.

RSE is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. RSE also sits within the context of the School's broader philosophy and approach to developing pupils socially, morally, spiritually, and culturally and its pastoral care system. Relationship and Sex education is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant. Teachers will set a group agreement (Ground Rules) with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings, and relationships. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded.

To support the delivery of RSE related outcomes a variety of teaching and learning styles may be used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, accessing appropriate material in the internet and visits. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have different opinions. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are working with children.

### **8. Answering difficult questions**

- If a pupil asks a difficult question during a whole or small group class session, staff will be expected to answer honestly and factually.
- Pupils' questions will be answered according to their maturity and understanding with support from parents.
- The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of healthy relationships.
- Questions answered need to follow school policy. Where curriculum queries are raised, these need to be discussed with the Senior Leadership Team and/or Designated Safeguarding Leads.

### **9. Terminology**

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

### **10. Areas of responsibility**

#### **Head Teacher and Senior Leadership Team**

**The Head Teacher with the support of the Senior Leadership Team will ensure that:**

- All staff are informed of the policy and the responsibilities included within the policy.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- The subjects are timetabled in a way to ensure that the school fulfils its legal obligations.
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND.
- The school closely works with parents when planning and delivering RSE to pupils.

- Clear information is provided to parents/carers on subject content and progression and right to request that their child is withdrawn.

### **Teaching Staff**

#### **All Staff will ensure that:**

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear and embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- The teaching of RSE is delivered in ways that are accessible to all students with SEND.
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE.

### **Parents**

The school is well aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective all parents will be

- Given every opportunity to understand the purpose and content of Relationships Education, RSE and Health Education.
- Consulted and encouraged to participate in the development of Relationships Education, RSE and Health Education.
- Able to discuss any questions or curriculum queries directly with the school.

Parents as well as any relevant stakeholders should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE.

## **11.Sensitive Issues**

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework. The issues concerned may include sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response and staff will always be sensitive to underlying problems which may be worrying a child.

## **12.Child Protection and Confidentiality**

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover

incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff should follow the guidelines in the Safeguarding Policy adopted by the school.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some learning units may need to be adapted due to the sensitive nature of the topics covered. Providing RSE Education is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future. Leycroft Academy will ensure that Schemes of Work may be adapted as appropriate to meet individual pupil needs in relation to their contextual circumstances.

### **13. Equal Opportunities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and will promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief.

### **14. Parental Right to Withdraw**

Parents/carers have the right to withdraw their children from some or all elements of the Sex education delivered as part of the RSE which do not form part of the National Curriculum up to and until three terms before the age of 16. Any parent wishing to withdraw their child from the RSE curriculum and/or to further discuss any aspect of the curriculum in more detail should put their request in writing and address this to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record and the Head Teacher will discuss the request with parents and take appropriate action. **If queries are not resolved they will be referred to the Local Authority and Governor Support Service for final decision.**

### **15. Working with external agencies**

Leycroft Academy is aware that working with external partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. Where Leycroft Academy uses external agencies, the credentials of the visiting organisations or parties will be checked. Leycroft Academy will also ensure that the teaching delivered by the visitor fits within the planned programme and the published policy. Schools will work with external agencies to ensure that the content delivered is age and developmentally



appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session. Leycroft Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with.

### **16. Monitoring and Evaluating the Policy**

- SLT and Local Academy Council members will ensure that staff and parents are informed about the content, progression and delivery of the curriculum through relevant Policy information on the school website.
- The SLT team and TLR responsible for Personal Development will monitor and evaluate RSE teaching and learning with alongside other curriculum leaders.
- Leycroft Academy will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

**The policy will be reviewed annually, unless a more immediate review is needed in response to new guidance.**

## Appendix 1

### Relationships Education -By the End of Primary School

<b>Families and People who care for me</b>	<b>Pupils Should Know</b> <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>
<b>Caring Friendships</b>	<b>Pupils Should Know</b> <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>
<b>Respectful Relationships</b>	<b>Pupils should know</b> <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 background) or make different choices or have different preferences or beliefs.</li></ul>

	<ul style="list-style-type: none"> <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> </ul> <p>The importance of self-respect and how this links to their own happiness.</p> <ul style="list-style-type: none"> <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 position 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>
<b>Online Relationships</b>	<p><b>Pupils should know</b></p> <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 risks associated with people they have never met.</li> <li>·How information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>·What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>·About the concept of privacy, and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>·That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>·How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>·How to recognise and report feelings of being unsafe or feeling bad about an adult.</li> <li>·How to ask for advice and 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>

## Physical Health and Mental Well Being- By the End of Primary School

<p><b>Mental Wellbeing</b></p>	<p><b>Pupils should know</b></p> <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 that 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 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>
<p><b>Internet Safety and Harms</b></p>	<p><b>Pupils should know</b></p> <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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Physical Health and Fitness</b>	<p><b>Pupils should know</b></p> <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> <li>·How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<p><b>Pupils should know</b></p> <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>
<b>Drugs, Alcohol and Tobacco</b>	<p><b>Pupils should know</b></p> <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>
<b>Health and prevention</b>	<p><b>Pupils should know</b></p> <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 weights, 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 allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>·How to make a clear and efficient call to emergency services if necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>·Concepts of basic first- aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing Adolescent Body</b>	<p><b>Pupils should know</b></p> <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>

**Appendix 2**

**FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM**

<b>TO BE COMPLETED BY PARENTS</b>			
<b>Name of Child</b>		<b>Class</b>	
<b>Name of Parent</b>		<b>Date</b>	
<b>REASON (S) FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS &amp; SEX EDUCATION</b>			
<b>ANY OTHER INFORMATION YOU WOULD LIKE THE SCHOOL TO CONSIDER</b>			
<b>Parent Signature</b>			

<b>TO BE COMPLETED BY THE SCHOOL: AGREED ACTIONS FROM DISCUSSION WITH PARENTS</b>