Woodside Academy

Relationship and Sex Education Policy

"We insist on Children's entitlement to a broad range of knowledge and skills and the chance to develop creatively, emotionally and spiritually"
from School Vision Statement "Excellence Through Opportunity"

Agreed by SLT: October 2026

Introduction

At Woodside Academy, we teach Relationships Education and Health Education as part of a broad and balanced curriculum. Where the school provides additional Sex Education, this is taught in accordance with this policy and is clearly distinguished from statutory Relationships Education, Health Education and Science.

As a maintained primary school, Woodside Academy must provide Relationships Education to all pupils. Health Education is also compulsory for pupils in state-funded primary schools. The school must have regard to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The school also teaches the statutory elements of the National Curriculum for Science, including relevant content relating to human growth, puberty and reproduction. Parents do not have the right to withdraw their children from statutory Science.

Primary schools are not required to teach Sex Education beyond the statutory Science curriculum. Where Woodside Academy provides additional Sex Education, parents have the right to request that their child is withdrawn from that additional Sex Education.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- SEND Policy
- Equality Policy
- Science curriculum
- PSHE curriculum documentation
- Mental Health and Wellbeing provision
- Attendance Policy
- Complaints Policy.

The school recognises that effective Relationships Education and Health Education are important in helping pupils develop the knowledge, skills and attitudes needed to keep themselves and others safe, develop positive relationships and support their physical and mental wellbeing.

The school will ensure that teaching is age-appropriate, carefully sequenced, inclusive and responsive to the needs of pupils.

Aims

The aims of Relationships Education, Health Education and additional Sex Education at Woodside Academy are to:

- Provide a framework in which sensitive discussions can take place safely and respectfully.
- Help pupils develop positive, respectful and healthy relationships.
- Prepare pupils for puberty and the physical and emotional changes associated with growing up.
- Help pupils understand and care for their physical health and mental wellbeing.
- Develop pupils' understanding of personal boundaries, privacy and consent.
- Teach pupils how to recognise unsafe situations, abuse, bullying, harassment and harmful behaviour and how to seek help.
- Help pupils understand that abuse is never the fault of the child experiencing it.
- Help pupils develop feelings of self-respect, confidence, resilience and empathy.
- Create a positive culture around relationships, health, difference and diversity.
- Teach pupils accurate and appropriate vocabulary to describe themselves, their bodies, their health and their feelings.
- Help pupils understand how to behave safely and respectfully online and offline.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Ensure pupils understand where and how to obtain reliable help and support.
- Ensure teaching is accessible to all pupils, including pupils with SEND.
- Work in partnership with parents and carers and be transparent about curriculum content and resources.

What is Relationships Education, Health Education and Sex Education?

Relationships Education teaches pupils the knowledge and skills needed to develop and maintain positive, safe and respectful relationships with family members, friends, peers and other people.

Health Education teaches pupils about physical health, mental wellbeing, healthy lifestyles, personal safety, health protection, puberty and other aspects of keeping themselves healthy and safe.

Sex Education is not compulsory in primary schools beyond the statutory Science curriculum. Where the school chooses to provide additional Sex Education, this will be age-appropriate, carefully planned, medically accurate and clearly identified to parents.

Relationships Education is not intended to provide detailed teaching about sexual activity. However, it may include age-appropriate safeguarding content relating to sexual abuse, sexual harassment, inappropriate images, grooming and other risks where this is necessary to help pupils remain safe.

Curriculum Principles

Woodside Academy's curriculum is based on the following principles:

Age and stage appropriate
Teaching will be appropriate to pupils' age, maturity, developmental stage and individual circumstances.

Carefully sequenced
Knowledge and skills will be built progressively so that pupils have the information they need before they encounter new situations or experiences.

Inclusive
Teaching will reflect the diversity of families and communities and will be accessible to pupils with different needs.

Positive
Teaching will focus on developing positive relationships, healthy behaviours, resilience, self-respect and wellbeing.

Safe
Teachers will create a safe environment in which pupils can ask questions and seek help. Staff will follow safeguarding procedures where concerns or disclosures arise.

Evidence-informed
The school will use reliable, age-appropriate and medically accurate resources.

Partnership with parents

Parents will be informed about the content and purpose of the curriculum and will be able to view relevant curriculum materials on request.

Delivery of Relationships Education and Health Education

Relationships Education and Health Education are taught primarily through the school's PSHE curriculum, with appropriate links to Science, Computing, PE, Religious Education and other curriculum areas.

Biological aspects of development are taught through Science in accordance with the National Curriculum.

Additional Sex Education, where provided, will be clearly identified and will not replace or obscure the statutory requirements for Relationships Education, Health Education or Science.

Teaching may take place through:

- dedicated PSHE lessons;
- Science lessons;
- assemblies;
- small-group work;
- age-appropriate discussion;
- books and other carefully selected resources;
- visits from appropriately qualified professionals;
- online safety education;
- pastoral and wellbeing activities.

External visitors may contribute where appropriate. The school remains responsible for the content and quality of any teaching delivered by external providers.

Safeguarding and Sensitive RSE Teaching

The school recognises that teaching about relationships, bodies, puberty, reproduction and sex education may involve sensitive subject matter and may result in pupils raising personal concerns or making disclosures.

Staff will create a safe and respectful environment for RSE lessons. Pupils will not be expected or encouraged to disclose personal experiences, family circumstances, sexual experiences or experiences of abuse in front of other pupils. Teachers will use age-appropriate and, where appropriate, hypothetical examples when discussing sensitive issues.

Pupils will be taught that they have a right to privacy and bodily autonomy, that their body belongs to them, and that they can seek help if they feel unsafe or uncomfortable. They will also be taught appropriate vocabulary and the confidence to describe concerns about themselves or others.

If a pupil makes a disclosure or raises a concern relating to abuse, inappropriate touching, sexual behaviour, exploitation, grooming or any other safeguarding matter during an RSE/PSHE lesson, the member of staff will follow the school's Safeguarding and Child Protection Policy and report the concern to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

Staff must not promise confidentiality to a pupil where there is a safeguarding concern. Staff should listen calmly, avoid asking leading or unnecessary questions, should not investigate the matter themselves, and should make an accurate record in accordance with the school's safeguarding procedures.
Questions raised by pupils during RSE will be handled sensitively and appropriately. Staff will consider the age, developmental stage and individual needs of the pupil. A question may be answered generally, deferred until an appropriate lesson, or discussed privately where appropriate. Where a question or

comment indicates a safeguarding concern, it will be referred to the DSL in accordance with the school's safeguarding procedures.

Where external professionals or visitors contribute to RSE lessons, the school will ensure that they are aware of the school's safeguarding procedures and expectations before the session takes place. A member of school staff will remain responsible for pupils during any external session.

Relationships Education

Relationships Education focuses on the fundamental building blocks of positive relationships.
By the end of primary school, pupils will be taught about:

Families and people who care for me

Pupils will learn:

- that families are important for children growing up safe and happy because they can provide love, security and stability;
- the characteristics of safe and happy family life;
- the importance of commitment, protection and care;
- that families may look different from one another;
- that other children's families should be respected;
- that stable and caring relationships are important for children's security;
- that marriage and civil partnerships represent formal and legally recognised commitments between two people;
- how to recognise when family relationships are making them feel unhappy or unsafe;
- how to seek help and advice when needed.

Teaching will reflect a range of family structures, including single-parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. No pupil will be stigmatised because of their family circumstances.

Caring friendships

Pupils will learn:

- the importance of friendship;
- how to choose and make friends;
- how to develop caring and kind friendships;
- the characteristics of healthy friendships, including honesty, trust, loyalty, kindness, generosity and mutual respect;
- that friendships can have difficulties and disagreements;
- how to manage conflict;
- that violence is never an appropriate way to resolve conflict;
- that children may sometimes feel lonely and that there is no shame in talking about loneliness;
- how to recognise when a friendship is making them unhappy or uncomfortable;
- how and where to seek help.

Respectful and kind relationships

Pupils will learn:

- how to pay attention to the needs and preferences of others;
- how to balance their own needs with the needs of others;
- the importance of healthy boundaries;
- how to communicate effectively;
- how to express needs and boundaries assertively;
- how to manage disappointment, frustration and other difficult feelings;
- the difference between being assertive and being controlling;
- the importance of respecting themselves as well as others;
- that everyone should be treated with respect;
- how to respect people who are different from them;
- courtesy and manners;
- the importance of self-respect and self-esteem;
- different types of bullying, including online bullying;

- the impact of bullying;
- the responsibilities of bystanders;
- how to seek help;
- what stereotypes are and how stereotypes can be unfair, negative, destructive or lead to bullying;
- how to challenge stereotypes appropriately;
- how to seek help when concerned about violence, harm or people they are unsure they can trust.

Online safety and awareness

Pupils will learn:

- that the same principles of respect apply online and offline;
- how to behave respectfully online;
- how to recognise pressure to share information or images;
- how to resist inappropriate peer pressure;
- how to evaluate online relationships;
- that people online may pretend to be someone they are not;
- the risks of communicating with people they have never met;
- how to recognise harmful content and harmful contact;
- how to report concerns;
- the importance of privacy and location settings;
- the risks of sharing personal information;
- that information, images and messages shared online may be copied or circulated;
- that some online content is inappropriate or upsetting;
- where to obtain advice and support;
- why social media platforms and other online services have age restrictions.

Being safe

Pupils will learn:

- what appropriate boundaries look like;
- the importance of privacy;
- that it is not always right to keep a secret if it relates to safety;
- that each person's body belongs to them;
- the difference between appropriate and inappropriate contact;
- how to recognise unsafe or harmful relationships;
- how to respond safely to adults they know and do not know;
- how to recognise when something does not feel right;
- that they should trust their instincts and seek help;
- how to report abuse and concerns;
- appropriate vocabulary for reporting concerns;
- how to ask for help for themselves or someone else;
- that they should keep asking for help until they are heard;
- where they can obtain help from family, school and other trusted sources.

Health Education

Health Education is compulsory in state-funded primary schools and is taught progressively throughout the primary years.

By the end of primary school, pupils will receive teaching in the following areas.

General wellbeing and mental wellbeing

Pupils will learn:

- the benefits of physical activity, time outdoors and helping others;
- the importance of rest, family and friendships, hobbies, interests and participation in the community;
- the importance of physical and mental wellbeing;
- that everyone experiences a range of emotions;
- how to recognise and describe emotions;
- that worrying and feeling down can be normal experiences;

- how to judge whether feelings and behaviour are appropriate and proportionate;
- that isolation and loneliness can affect children;
- how to seek support;
- the impact of bullying and cyberbullying on mental wellbeing;
- that change, loss and bereavement can cause different feelings;
- that grief is a natural response to bereavement and that people grieve differently;
- how and where to seek support for mental wellbeing;
- that mental health difficulties are common and that early support can help.

Wellbeing online
Pupils will learn:
- the positive and negative aspects of internet use;
- how online relationships can support but not necessarily replace face-to-face relationships;
- the benefits of limiting time spent online;
- the risks of excessive use of electronic devices;
- how online content can affect physical and mental wellbeing;
- how their online behaviour affects others;
- how to behave respectfully online;
- why social media, apps, games and online gambling sites have age restrictions;
- risks relating to online gaming, scams, fraud and financial harms;
- how gaming can become addictive;
- how to take a critical approach to online information;
- how information is selected and targeted online;
- their rights relating to privacy, personal data and consent;
- how to report concerns and obtain support.

Physical health and fitness
Pupils will learn:
- the physical and mental benefits of an active lifestyle;
- the importance of regular physical activity;
- how physical activity can be incorporated into daily life;
- the risks associated with an inactive lifestyle;
- the relationship between physical health and mental wellbeing;
- when and how to seek help for health concerns.

Healthy eating
Pupils will learn:
- what constitutes a healthy and balanced diet;
- the importance of good nutrition;
- the importance of a healthy relationship with food;
- how to plan and prepare healthy meals;
- the characteristics and risks of a poor diet;
- the impact of unhealthy eating on health, including dental health.

Drugs, alcohol, tobacco and vaping
Pupils will learn:
- facts about legal and illegal harmful substances;
- the risks associated with smoking;
- the risks associated with vaping;
- the risks associated with alcohol;
- the risks associated with drug-taking;
- the risks of nicotine addiction;
- how to seek help if they are concerned about substance use.

Health protection and prevention
Pupils will learn:
- how to recognise signs that something may be wrong with their physical health;
- how to stay safe in the sun;
- how to reduce the risk of sun damage;
- the importance of sufficient good-quality sleep;

- practical ways to improve sleep;
- the importance of dental health;
- the importance of brushing teeth twice a day with fluoride toothpaste;
- the importance of regular dental check-ups;
- personal hygiene;
- how germs, including bacteria and viruses, can spread;
- the importance of handwashing;
- the role of vaccination and immunisation in protecting health.

Personal safety
Pupils will learn:
- about hazards that may cause harm or injury;
- how to reduce risks;
- road safety;
- railway and level-crossing safety;
- water safety;
- how to recognise unsafe situations;
- how to seek help.

Basic first aid
Pupils will learn:
- how to make a clear and effective call to emergency services;
- why incidents should be reported rather than filmed;
- basic first aid principles;
- how to respond to common minor injuries and ailments;
- age-appropriate information about head injuries.

Developing bodies and puberty
Pupils will learn:
- about human growth and development;
- about the human lifecycle;
- that puberty is a normal stage of development;
- the physical and emotional changes associated with puberty;
- the correct names for body parts, including penis, vulva, vagina, testicles, scrotum and nipples;
- that these body parts are private;
- how to communicate and maintain personal boundaries;
- about the menstrual cycle;
- about physical and emotional changes associated with menstruation;
- that menstruation can begin at different ages;
- how to manage menstruation with dignity and confidence;
- where pupils can obtain support and menstrual products.

The school will ensure that pupils have appropriate access to period products and that pupils are supported sensitively with menstruation.

Science Curriculum and Human Reproduction
The statutory Science curriculum is separate from the school's additional Sex Education provision. Pupils cannot be withdrawn from statutory Science.
Science teaching includes relevant content concerning:
- the human lifecycle;
- growth and development;
- puberty;
- physical changes during puberty;
- reproduction where required by the National Curriculum;
- human body parts and functions.

Where human reproduction is taught through Science, the content will follow the statutory Science curriculum. The school will clearly identify to parents which teaching is part of statutory Science and which teaching constitutes additional Sex Education.

Additional Sex Education
Sex Education is not compulsory in primary schools beyond the statutory Science curriculum. Where Woodside Academy provides additional Sex Education, it will normally be taught in **Years 5 and/or 6**, taking account of pupils' age, maturity, needs and the school's curriculum planning. The purpose of additional Sex Education is to prepare pupils appropriately for adolescence and later life.

Additional Sex Education may include age-appropriate teaching about:
- growing up and preparing for adolescence;
- conception and birth;
- the emotional and physical aspects of growing up;
- respectful relationships;
- personal boundaries;
- appropriate and inappropriate contact;
- seeking help and support.

The school will not provide detailed teaching about sexual activity to primary pupils as part of Relationships Education. Parents will be informed in advance about the content of additional Sex Education and will be given an opportunity to view relevant curriculum materials.

Curriculum Sequencing
The following provides an overview of the intended progression. Detailed lesson planning may be adapted in response to pupils' needs, emerging safeguarding issues, curriculum development and changes in statutory guidance.

Reception and Key Stage 1
Pupils will develop understanding of:
- families and people who care for them;
- friendships;
- kindness and respect;
- feelings and emotions;
- personal boundaries;
- privacy;
- body ownership;
- safe and unsafe situations;
- trusted adults;
- asking for help;
- basic personal hygiene;
- healthy lifestyles;
- online safety appropriate to age.

Years 3 and 4
Pupils will develop understanding of:
- developing and maintaining friendships;
- resolving disagreements;
- bullying and cyberbullying;
- stereotypes and respectful behaviour;
- online relationships and online risks;
- privacy and personal information;
- physical health;
- mental wellbeing;
- healthy eating;
- sleep;
- dental health;
- personal safety;
- first aid;
- changes associated with growing up.

Years 5 and 6

Pupils will develop and consolidate understanding of:

- healthy and respectful relationships;
- boundaries and consent in age-appropriate contexts;
- online safety and harmful content;
- privacy and sharing information/images;
- mental wellbeing;
- physical health;
- healthy lifestyles;
- puberty;
- menstruation;
- the developing body;
- personal safety;
- seeking help and reporting concerns.

Where additional Sex Education is taught, parents will be informed in advance of the relevant year group, content and resources.

How are children involved in the school's decision-making procedures?

Our curriculum has been developed in consultation with parents, pupils and staff and will be reviewed regularly. Pupils will be given appropriate opportunities to express their views about their learning and to identify areas where they require additional support or clarification.

The school will take account of:

- the age and maturity of pupils;
- pupils' needs and feelings;
- safeguarding concerns;
- local and emerging issues;
- parent views;
- staff feedback;
- relevant professional advice.

If pupils ask questions outside the scope of the planned curriculum, teachers will respond appropriately, sensitively and factually. Teachers will not provide detailed information that is inappropriate for the pupil's age or outside the school's planned curriculum. Where a question raises a safeguarding concern, the school's safeguarding procedures will be followed.

Teaching and Learning Approaches

RSE and Health Education will be delivered using age-appropriate, inclusive and participative teaching methods.

These may include:

- discussion;
- role play;
- scenarios;
- stories and books;
- videos and other digital resources;
- quizzes;
- reflection activities;
- individual and group tasks;
- question-and-answer sessions.

Teachers will establish clear ground rules to promote respectful discussion.

Pupils will not be required to disclose personal or family experiences as part of classroom activities.

Teachers will avoid asking pupils to share personal experiences publicly and will provide alternative ways of participating where appropriate.

Safeguarding and Confidentiality

RSE and Health Education can lead to pupils disclosing information about their experiences or concerns.

Staff will:

- listen calmly and sensitively;
- take concerns seriously;
- avoid promising confidentiality;
- explain, where appropriate, that information may need to be shared to keep a child safe;

- follow the school's Safeguarding and Child Protection Policy;
- report concerns to the Designated Safeguarding Lead (DSL);
- record concerns in accordance with school procedures.

Designated Safeguarding Lead: Ms J Ryder

A pupil who discloses abuse or another safeguarding concern will be supported in accordance with the school's safeguarding procedures.
The school will make clear that a child is never to blame for abuse or harmful behaviour directed towards them.

Managing Difficult Questions
Teachers will answer questions sensitively, accurately and in an age-appropriate way.
Where a question falls outside the school's planned curriculum, the teacher may:

- explain that the topic is not covered at that stage;
- provide a brief, age-appropriate response;
- refer the pupil to a trusted adult;
- seek advice from the PSHE Co-ordinator, Principal or DSL;
- provide information at a later and more appropriate point.

Teachers will not provide personal opinions or encourage pupils to share personal experiences.
Questions arising from pupils' individual circumstances will be handled sensitively and, where necessary, through the school's pastoral or safeguarding procedures.

Equality, Inclusion and Diversity

The school is committed to providing an inclusive curriculum that respects the dignity and individuality of every pupil.
Teaching will reflect the diversity of modern family life and society.
The school will ensure that pupils are taught to respect others regardless of differences including:

- sex;
- disability;
- race;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity, where relevant.

Teaching will be age-appropriate and will not stereotype individuals or families.
Bullying, harassment or derogatory language relating to protected characteristics will not be tolerated and will be addressed in accordance with the school's Behaviour and Anti-Bullying Policies.

Pupils with Special Educational Needs and Disabilities

The school will ensure that RSE and Health Education are accessible to all pupils, including pupils with SEND.
Teaching will be adapted where necessary to take account of:

- communication needs;
- learning needs;
- sensory needs;
- physical needs;
- cognitive development;
- emotional development;
- individual vulnerabilities.

Appropriate resources, visuals, repetition, pre-teaching, additional adult support and alternative methods of communication may be used.
The school will work with parents/carers and relevant professionals where individual adaptations are required.
Pupils with SEND will receive the same entitlement to Relationships Education and Health Education, with appropriate adjustments to teaching and resources.

Religion and Belief
The school will take account of the religious and cultural backgrounds of pupils when planning and delivering Relationships Education, Health Education and additional Sex Education.
Teaching will be respectful of different beliefs while ensuring that pupils receive accurate and appropriate information required by the curriculum.
The school will not present one particular religious or cultural viewpoint as a reason to exclude pupils from statutory Relationships or Health Education.

External Visitors and Providers
Where external visitors or professionals contribute to RSE or Health Education, the school will ensure that:
- their expertise is appropriate;
- content is agreed in advance;
- teaching is consistent with this policy;
- safeguarding requirements are met;
- visitors understand the school's expectations;
- a member of school staff is present;
- resources are reviewed before use.

The school remains responsible for all curriculum content delivered by external providers.

Parents and Carers
Woodside Academy recognises parents and carers as important partners in the education of their children.
The school will:
- consult parents when developing and reviewing the policy;
- publish the policy on the school website;
- provide a copy free of charge on request;
- inform parents about additional Sex Education;
- make relevant curriculum materials available to parents on request;
- explain the difference between Relationships Education, Health Education, statutory Science and additional Sex Education;
- provide information to help parents talk to their children about relationships, health and growing up.

Parents' views will be considered as part of the school's consultation and review processes.
Consultation does not give individual parents a veto over statutory curriculum content.

Parents' Right to Withdraw
Parents do **not** have the right to withdraw their child from:
- Relationships Education;
- Health Education;
- statutory Science;
- Science teaching relating to puberty or sexual reproduction.

Parents do have the right to request that their child is withdrawn from additional Sex Education taught outside the statutory Science curriculum.
Where additional Sex Education is provided in primary school, the Principal will grant a parent's request to withdraw their child from that additional Sex Education.
Requests should be made in writing using the form in Appendix 1 and addressed to the Principal.
The school will normally discuss the request with the parent/carer to clarify the nature and purpose of the curriculum and to ensure that the parent understands which parts of the curriculum are statutory.
The school will record the outcome of the discussion.
A pupil who is withdrawn from additional Sex Education will receive appropriate and purposeful alternative education during the lesson.
The school will make clear to parents that withdrawal from additional Sex Education does not remove the child from statutory Science teaching or Relationships and Health Education.

Staff Responsibilities

Principal

The Principal is responsible for:

- ensuring that the policy is implemented;
- ensuring that Relationships Education and Health Education are taught;
- managing requests to withdraw pupils from additional Sex Education;
- ensuring staff receive appropriate training;
- ensuring safeguarding procedures are followed;
- ensuring appropriate consultation with parents;
- ensuring that the policy is reviewed.

PSHE Co-ordinator

The PSHE Co-ordinator is responsible for:

- overseeing curriculum planning;
- ensuring progression across the school;
- supporting staff;
- monitoring delivery;
- reviewing resources;
- coordinating staff training;
- consulting pupils and parents;
- keeping the policy under review.

PSHE Co-ordinator: Mrs L Obeng

Staff

Staff are responsible for:

- delivering Relationships Education and Health Education sensitively;
- modelling positive and respectful attitudes;
- using accurate and age-appropriate language;
- maintaining a safe learning environment;
- responding appropriately to pupils' needs;
- following safeguarding procedures;
- reporting concerns appropriately;
- adapting teaching for pupils with SEND;
- supporting pupils whose parents have requested withdrawal from additional Sex Education.

Staff do not have the right to opt out of teaching Relationships Education or Health Education. Staff who have concerns about teaching these subjects should discuss them with the Principal or PSHE Co-ordinator.

Pupils

Pupils are expected to:

- engage positively with lessons;
- treat others with respect and sensitivity;
- listen to different views;
- follow agreed classroom rules;
- avoid sharing personal information about other pupils;
- ask for help when they are worried or concerned.

Training

Staff will receive appropriate training to support the delivery of Relationships Education and Health Education.

Training will form part of induction and continuing professional development.

Training may include:

- curriculum content;
- safeguarding;
- responding to disclosures;
- mental wellbeing;
- puberty and menstruation;
- online safety;
- SEND and accessibility;

- managing difficult questions;
- use of curriculum resources.

The Principal may invite appropriately qualified external professionals, such as school nurses or other health professionals, to provide advice or training.

Resources

The school will use resources that are:

- age appropriate;
- medically and factually accurate;
- evidence informed;
- inclusive;
- accessible;
- consistent with this policy;
- appropriate for the maturity and needs of pupils.

Resources will be reviewed by the PSHE Co-ordinator before use.
Parents may request to view curriculum materials used in Relationships Education, Health Education and additional Sex Education.
Where new or substantially different content is introduced, parents will be informed where appropriate, particularly where the content represents a significant change from the published policy.

Monitoring and Evaluation

The delivery of Relationships Education and Health Education will be monitored by the PSHE Co-ordinator and senior leadership team.
Monitoring may include:

- planning scrutiny;
- learning walks;
- lesson observations or drop-in observations;
- pupil voice;
- staff feedback;
- parent feedback;
- review of resources;
- assessment information;
- safeguarding and pastoral information where relevant.

Pupils' development will be monitored by class teachers as part of the school's internal assessment systems.
The effectiveness of the curriculum will be evaluated against:

- statutory requirements;
- pupil needs;
- pupil knowledge and confidence;
- staff confidence;
- parent feedback;
- safeguarding needs;
- emerging issues;
- relevant DfE guidance.

Policy Review

This policy will be reviewed every 3 years and sooner where:

- statutory guidance changes;
- legislation changes;
- safeguarding concerns identify a need for amendment;
- the curriculum changes;
- significant changes are made to teaching resources or provision;
- consultation with pupils, parents or staff identifies a need for review.

Appendix 1 – Parent Form: Withdrawal from Additional Sex Education

TO BE COMPLETED BY PARENTS/CARERS
Name of child: _____
Class: _____
Name of parent/carer: _____
Date: _____
I request that my child is withdrawn from the following additional Sex Education:

Reason for requesting withdrawal:

Any other information you would like the school to consider:

Parent/carer signature: _____
Date: _____

TO BE COMPLETED BY SCHOOL
Date request received: _____

Curriculum area	Can parents withdraw their child?
Relationships Education	**No**
Health Education	**No**
Statutory Science	**No**
Science teaching about puberty/growth/reproduction	**No**
Additional Sex Education outside statutory Science	**Yes**
Other PSHE teaching	According to the statutory status and curriculum arrangements applying to that teaching

Where parents are unsure whether a particular lesson forms part of Relationships Education, Health Education, statutory Science or additional Sex Education, they should contact the Principal or PSHE Co-ordinator.