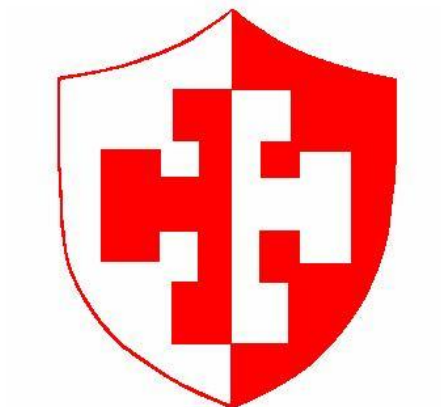


Prees CE Primary School and Nursery

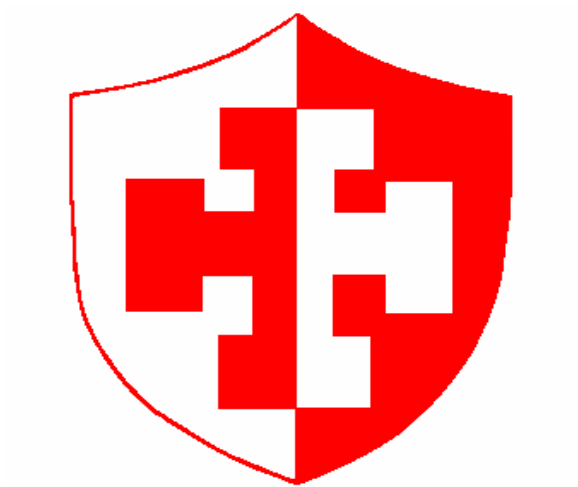


Part of Fields Multi Academy Trust

Relationships and Sex Education Policy

Policy adopted: January 2017
Agreed by staff and Governors: February 2017
Reviewed: April 2022
To be reviewed: April 2023

“Prees CE Primary School and Nursery is committed to safeguarding and promoting the welfare of children and adults at all times and expects everybody working with us to share this commitment.”



Believe and Achieve

We are a caring, supportive village school; underpinned by Christian values.

We encourage all children to shine in a nurturing, creative environment.

We foster within our children a love of learning and a confidence in their own abilities.

Introduction

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting children's understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education, complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents/carers, socialisation, values and attitudes.

Definition

Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

In planning and presenting our RSE programme we provide an opportunity for children to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of children's self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice are based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy has been reviewed and updated in consultation with teaching and support staff, parents/carers and children and approved by Governors.

This policy is cross-referenced and consistent with other policies such as Safeguarding, Anti-Bullying, Equality Opportunities, PSHE and Citizenship, and Behaviour.

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach, our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how our children choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Safeguarding procedures, as specified by 'Keeping Children Safe in Education', are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available in school for parents/carers.

Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complementary with the Religious Education Policy and the Personal, Social and Health Education Policy.

The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of backgrounds that represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND children may require additional support with the RSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents/carers and children will be involved and consulted.

Whole School Approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child, and is the taught component of 'Keeping Children Safe in Education'.

Children's questions will be responded to by staff (teaching and non-teaching) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

School staff recognise the importance of responding to children's questions as part of the taught RSE curriculum and as they arise. A question box technique is used. The use of sexualised language, swearing and slang terms, including homophobic language, will be addressed with children and, as appropriate, parents/carers.

Where a pupil who is withdrawn from RSE asks a question relating to sex education content, teachers will offer a 'holding response' and following discussion with a senior staff member will draw the issue to the attention of parents/carers, unless there are any safeguarding concerns or issues, in which case safeguarding policies will be followed.

Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

Organisation

The main delivery of RSE is through PSHE, but some aspects will, in addition, be addressed through other subject areas such as Science, PE, R.E. and health education as part of PSHE.

We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This is an award-winning programme with the quality kite mark from the PSHE Association. It is based upon national good practice criteria and Shropshire young people's priorities (Appendix 1). The majority of Shropshire schools, including our feeder secondary school use the programme. The RSE Transition Programme for Year 6 and 7 ensures cross-phase co-ordination.

RSE is delivered as lessons on a class basis, as a block module. These are timetabled lessons delivered by the class teacher. Teaching assistants and members of the pastoral support team help with delivery and provide additional support for children as required. From time to time the programme is enhanced and supported by outside speakers and agencies. We adhere to Shropshire guidance.

Guidance is provided on responding to children's questions in and out of the classroom, differentiation on developmental or cognitive basis, and the use of single sex and/or small group work. Ground rules are established at the start of each lesson.

Aims

RSE in our school is part of the Personal, Social and Health Education (PSHE) curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

We aim to provide a planned, age-appropriate scheme of work, designed to respond to children's questions and capitalise on the fascination and interest that children have about their own growth and development, and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme, we provide the opportunity for children to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal

relationships, including mutual respect and care, and to develop sensitivity towards the needs of others. We also provide knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues. We encourage exploration of values and moral issues, considering the physical and moral risks associated with certain behaviour. We educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and age-appropriate scheme of work, devised to meet the following aims and objectives:

Our scheme of work aims to:

- Raise and promote positive self-esteem.
- Help children to develop their skills and confidence in making decisions, communicating, assertiveness, self-expression, and respect for self and others.
- Help children communicate and understand their feelings and emotions.
- Provide children with the skills necessary to keep themselves happy and safe
- Prepare children for the physical and emotional changes of growing up.
- Offer opportunity for children to develop and clarify their attitudes and values.
- Counteract myths and misinformation.
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities.
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions.
- Provide reassurance that change is part of the lifecycle and help children accept variations.
- Develop the confidence to seek help, support, and advice.

The purpose of Relationship and Sex Education includes the following:

- To understand the value of family life, the implications of parenthood and the need for the proper care of all young life.
- To develop skills in personal relationships e.g. communication, assertiveness, decision-making.
- To build and develop the self-esteem of all children.
- To promote equal opportunities for all.
- To help children to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes.
- To counteract misleading folklore, myth and playground rumours and false assumptions.
- Develop the confidence to seek help, support and advice.

Content

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing children's change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by the Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data.

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

The Shropshire Respect Yourself: Eat Better, Move More, RSE programme is a spiral curriculum starting at Year 1 to Year 11. There are age-appropriate lessons and resources for each year group and Key Stage (Appendix 2). The RSE element of the curriculum is taught within the context of health and wellbeing and our Emotional and Mental Health curriculum.

The emphasis is upon teaching children to understand and respect themselves, others, and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In Year 5 and 6 there is a greater emphasis on the changes that occur in puberty. Year 6 use the Shropshire RSE Transition Programme.

Children are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

The programme complements the science curriculum:

In science lessons in Key Stage 1 the children are taught about how humans change and grow and that animals, including humans, have offspring which grow into adults. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

The programme complements the Health Education statutory requirements and delivers the Key Stage outcomes as defined by the DfE (Appendix 3.)

Assessment and Monitoring

The Shropshire programme includes baseline assessment and a tracking tool. This enables Year 6 children's knowledge, confidence and ability to access help and support to be identified and measured before and after the programme is delivered. The data can be analysed by gender and cohort and will support assessment against the DfE Key Stage Outcome for KS2. (Appendix 3).

In addition, liaison with the pastoral team provides information to inform the programme in a flexible and responsive way.

Home/School Partnership

We believe that parents/carers have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all children receive high quality provision in line with national good practice recommendations, and statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, and loving and stable relationships.

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family, friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We provide parents/carers with opportunities to discuss the school's policy and practice and to understand the purpose and content of RSE. Parents/carers will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and to ask questions. In particular, we will provide parents/carers of Year 6 children with an opportunity to discuss what is being taught and support them to talk through issues with their children.

What is taught is ultimately a decision for school and agreed by Governors. Consultation does not provide a parental veto on curriculum content.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents/carers have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding the changing adolescent body.

If a parent/carer wishes to do this, they should discuss it with the Headteacher. We would encourage parents/carers to discuss any concerns at the earliest opportunity with the child's class teacher and Headteacher. The Headteacher will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

The Headteacher will help parents/carers identify and discuss the impact and implications of withdrawal for their child, including 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 feeling excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents/carers should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented, and parents/carers may be asked to put their request in writing. Resources and information regarding the delivery of sex education at home will be made available.

Role of Headteacher

It is the responsibility of the Headteacher to ensure that:

- Policy and practice are developed in accordance with good practice guidelines and recommendations.
- The policy is reviewed and monitored and approved by Governors.
- Staff and parents/carers are informed about policy.

- Staff receive appropriate training and support.

Complaints Procedure

Any parents/carers with concerns about this policy should discuss them directly with the Headteacher. In the event that the concern cannot be dealt with, the Governors can be contacted via the complaint's procedure.

Monitoring and review

The policy will be reviewed and updated with parents/carers, children, and staff and approved by the school Governors. It will be reviewed every two years. The governing body monitors our Relationship and Sex Education Policy. It will give consideration to any comments from parents/carers about the Relationship and Sex Education Programme and make a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the Relationship and Sex Education Programme that we teach in our school.

- Appendix 1 Shropshire RSE good practice charter
- Appendix 2 Overview of RSE scheme of work
- Appendix 3 DfE KS2 Learning Outcomes
- Appendix 4 Sample letter to parents/carers
- Appendix 5 DfE FAQ
- Appendix 6 Governors' Statement

Shropshire Young People's Good Practice Charter for RSE

Shropshire Council

Shropshire Young People's Charter for Good Relationship and Sex Education

We have the right to:

- Good RSE whatever our sexuality.
- Be treated with respect and dignity.
- Make our own decisions.
- Just say no.
- Be told the truth.
- Be taught about different sexualities.


What we want to achieve these rights:

- A broad and balanced curriculum.
- Teach us in a language we can understand.
- Tell us about relationships as well as sex.
- Young people should be asked what they want to learn in RSE.
- RSE should be relevant to all cultures and beliefs.
- RSE should start in primary school.
- Tell our parents what is being taught in schools and how to get further information.
- Professionals who are trained and can teach effectively.
- RSE should take place in a comfortable and safe environment.
- Make information available to all of us.
- Resources should be up to date and lessons should be fun.
- Different teaching styles should be used.
- Teach us in both mixed and single sex groups, keeping numbers small.

This Charter was written by young people from Shropshire Members of the Youth Parliament, Shropshire Speak Out Group, Shropshire Care Council Crew and Shropshire Xtra Safe Project.

Shropshire Eat Better, Move More, RSE

RSE overview



RSE Lesson Overview

	Year 1	Year 2	Year 3	Year 4	Year 5
Choices & Challenges (Consent)	KS1 Car wash Caring for pets People who care for us Story time Body outline		KS2 Create a character Conscience alley Overheard conversation		
Changes	L1 Amazing Me L2 Same but Different L3 Animals & their Babies Resources: Me as a baby Song: 'head, shoulders, knees, toes', 'them bones' Same but different V1 Baby animals Book: Mummy never told me Boys and girls Living and non living things DVD: SENSE KS1 clips	L1 I can do L2 Being Safe Resources: Book: Boys & girls What can I do Growing up sequence Same but different V2 Animals M or F Body words DVD: SENSE KS1 clips	L1 Growing Up L2 Changes L3 Facts and Fiction Resources: When you grow up Sort the changes When you grow up trigger question Book: Your Mummy eat my football Lifecycle What do things come from Life support systems Human lifecycle DVD: SENSE KS1 & 2 clips	L1 Lifecycle L2 Keeping Safe Knowing Our Bodies L3 Periods Resources: Same but different V3 Ages and Stages – human lifecycle How do we change Lifecycle Inside our bodies Check out changes Periods what do you know?	L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & Birth Puberty Quiz Puberty myths & products Periods what do you know Menstruation cards X ray diagram How does a baby is made Reproduction parts of body Reproduction word search Nine months match Contraception & pregnancy Puberty and reproduction How a baby is born Baby actual size
Care & Commitment	KS1 Hygiene		KS2 Friendship		Y4 & 5 L1 Healthy Choice Challenge L2 What and Who helps L3 Celebrating

DfE Learning Outcomes Relationship Education Key Stage 2 - By the end of primary school:

<p>Families and people who care for me</p>	<p>Children should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability; • 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; • 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; • 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; • that marriage (from 2013 available to both opposite and same sex couples in England and Wales) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong; • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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<p>Caring friendships</p>	<p>Children should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends; • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties; • that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded; • 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; • 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.
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<p>Respectful relationships</p>	<p>Children should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; • practical steps they can take in a range of different contexts to improve or support respectful relationships; • the conventions of courtesy and manners; • the importance of self-respect and how this links to their own happiness; • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority; • about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; • what a stereotype is, and how stereotypes can be unfair, negative or destructive; • the importance of permission seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe	<p>Children should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); • 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; • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact; • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not
	<p>know;</p> <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

DfE KS 2 Learning Outcomes Health Education – Changing adolescent body

Changing adolescent body	<p>Children should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; • about the menstrual wellbeing including the key facts about the menstrual cycle;
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Sample letter to parents/carers –

Send prior to delivery

Dear Parents and Carers

Relationship and Sex Education (RSE)

From 2020 all primary schools in England will be required to teach Relationship Education and Health Education. This is in addition to the statutory national science curriculum. Our policy is available on the school website.

As you may be aware, as part of personal, social and health education we use the Shropshire Respect Yourself Eat Better, Move More, RSE scheme of work. This is quality assured by the PSHE Association and has won national awards. Our secondary school also uses the scheme. This provides age appropriate progression and consistency of approach.

The primary scheme delivers under the key headings: Choices and Challenges, Changes and Care and Commitment.

It covers families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

We are clear that parents/carers are the prime educators for children on these matters and we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding.

Classroom teachers will deliver the programme, with support from outside agencies as appropriate. There is an opportunity for children to work in small groups, and exercises are adapted for differing levels of cognitive ability and developmental level. We encourage children to ask questions and we respond to their issues, concerns and queries in a straightforward manner, using age-appropriate language and factually correct information.

We are delivering the lessons this half term and wish to invite you to an informal meeting to discuss the programme, see the resources and the policy, and ask any questions you may have.

Parents/carers have the right to withdraw their children from the sex education element of the curriculum, but not the relationship, science or health education curriculum. The DfE have produced a leaflet for parents/carers “understanding relationship and health education in your child’s school: We have saved it here on our website: <https://tinyurl.com/yc5bp9qz> .

If you have any concerns about the programme for your child, we are available to discuss these and the implications of withdrawal with you. We can also highlight resources and books so that you can discuss these important issues with your child.



Department for Education

FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child's school have to consult with me before teaching these subjects?

Schools will be required to consult with parents/carers when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents/carers, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with

family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools *choose* to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Published: March 2019

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents/carers will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents/carers – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

Q: Will these subjects promote LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents/carers.

Q: Will teachers receive training before delivering these subjects?

A: The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

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Governor's policy statement on Relationship and Sex Education (RSE)

We have based our school's Relationship and Sex Education Policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

Governing bodies are required to prepare and keep up to date statements of policy on the content and organisation of Relationship and Relationship and Sex Education in their schools. In making this statement Governors have taken account of the National Curriculum documents for science and Ofsted recommendations and advice from Shropshire Public Health Curriculum Advisor.

Relationship and Sex Education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other, keeping ourselves, and others safe. We therefore refer to this work as, Relationship and Sex Education, (RSE) placing the emphasis on relationships.

RSE aims to help pupils understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance emotional and social development, helping them to understand the benefits of caring relationships and to be aware of pressures and how to manage risk. We recognise this as a planned taught curriculum but also integral to the everyday life of the school.

In planning our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age appropriate way. We use the Shropshire Respect Yourself RSE scheme of work and recommended resources. This is a national award-winning programme, which has been quality assured by the PSHE Association. It is cross-phase, providing consistency and age-appropriate sequencing for our pupils.

Trained and confident members of staff deliver the lessons in a way which is consistent with the ethos and culture of the school and as part of a whole school approach, with close liaison with the pastoral team. Small group exercises will be used as appropriate. The work is differentiated based on physical and emotional maturity and cognitive level.

The RSE policy is available on the school website and referenced in the school prospectus. It will be reviewed every two years. Governors will seek the views of staff, pupils and parents/carers.

Parents/carers are invited to attend parents' meetings to discuss the programme and the policy, and to look at resources.

The Headteacher and Governors are available to discuss any concerns. Parents/carers are informed of their right to withdraw their children from sex education additional to that required by the statutory requirements under DfE Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 and the science curriculum.