



# The Leys Primary & Nursery School

Learning Today ....Leading Tomorrow

## Relationships and Sex Education Policy (from 2022)

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## **1. Aims**

The aim of relationships and sex education (RSE) at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Relationships education is not about sexual relationships.

## **2. Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. However, we believe that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching aspects of sex education, such as; Puberty and Reproduction; Communication in Relationships and Online Relationships.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Leys we teach RSE as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps evident in Section 15..

## **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, personal hygiene, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **5. Ethos**

Following nationwide consultation, The Department for Education has made changes to Relationships and Sex Education (RSE) which came into effect from September 2020 and all schools are required to comply with the updated requirements.

In light of the guidance, we have reviewed our RSE curriculum and policy so we can be sure our provision is appropriate for our pupils based on their:

- Age and maturity levels, as well as their cultural and religious backgrounds
- Physical and emotional maturity
- The values of our school community
- Every pupil's learning needs

We have tailored this curriculum to meet the needs of our pupils, to ensure that all children can leave year six with the knowledge and understanding of how their body works, and how to make good choices in terms of their relationships with both friends and family.

## 6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Having considered various resources, we believe that using resources from a variety of different schemes is most beneficial to our children, and best reflects our school ethos and meets the needs of our children, context and wider school community.

We use cross-curricular links throughout the school year, and throughout the school to cover our curriculum in a broad and balanced way. Some examples of these include: Teaching aspects of the human body in PE lessons, as well as physical and mental wellbeing. Stone Age topic linked to origins of family life as a history topic in KS2. Science links with living things and their habitat and animals including humans and history links with World War Two and why people want to help others, sacrifices, responsibility and care for others.

Our curriculum is based around the Twinkl scheme of work, however we also use resources from 1decision and Medway throughout the year.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 7. SEND

We ensure that RSE is fully inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by liaising with parents, and offering bespoke tailored education to those children who need it in the form of class support or 1:1 support. We will work in partnership with parents to make sure that what we teach is beneficial to the child and work closely with our SENCo to adapt resources and get advice.

## 8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions which can be delivered in same-sex groups or as whole, this is subject to parent preference and the needs of the class/year group.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In terms of sex education in Year 6, this will focus on conception and reproduction (where babies come from).

Throughout the curriculum lessons on puberty and the changing adolescent body will also be taught.

For more information about our RSE curriculum, see Appendices 1 and 2.

## **9. Equality and Diversity**

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, as well as families of different faiths and cultures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **10. Roles and responsibilities**

### **10.1 The governing board**

The governing board has delegated the approval of this policy to the School Improvement Committee.

### **10.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 11).

### **10. 3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **10.4 Pupils**

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

## **11. Parents' right to withdraw**

Parents do not have the right to withdraw their child from relationships or health education.

Parents do have the right to withdraw their children from sex education.

Parents will receive correspondence outlining when Sex Education lessons will take place each academic year. If a parent wishes to withdraw their child from these lessons they will be advised to respond in writing or via email (see Appendix 3).

If a parent expresses a wish to withdraw their child from RSE lessons, they will be spoken to by the class teacher and given all of the resources available to allow them to see what is going to be taught.

If parents after this are not happy for their child to be taught RSE then they will have a meeting with the PSHE lead and/or Headteacher to discuss this further.

## **12. Dealing with difficult questions**

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

## **13. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. All staff who deliver RSE teaching have regular Safeguarding training to ensure the safety of both staff and children.

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

## **14. Creating a safe learning environment**

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Pupils will also be able to raise questions anonymously by the use of a PSHE question box in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor.

Teachers do not discuss details of their personal relationships with pupils. Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children. RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women.

Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour. They should learn to recognise physical, sexual and emotional violence and how to get help if they need it. RSE must provide a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and that no one is ever responsible for the violence or abuse they experience.

## 15. Policy production and review

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdraw their child from the curriculum, when not able to be addressed by class teacher and PSHE lead.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Coordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RSE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
. Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part pupil voice and class discussions).

The policy will be reviewed by the Headteacher and PSHE lead annually in Summer term 2023.

This policy will then be reviewed by SLT.

At every review, the policy will be approved by the School Improvement Committee.

## **16. Monitoring arrangements**

The delivery of RSE is monitored by the subject leader.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, including our HfL assessment grids.

The subject will be monitored by the subject leader each term during the school year. This may be in terms of a book scrutiny, lesson observations, parental feedback, learning walk, pupil voice or an amalgamation of all of these.

Teachers have the opportunity to give feedback and reflect on the delivery of RSE through regular meetings, such as staff meetings, and by sharing information with the PSHE lead.

This information will then be shared with parents through discussions at parents meetings and parents evenings, as well as subject specific workshops.



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## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS BASED ON THE TWINKL CURRICULUM
Year 1	Spring Term	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Ourselves, growing and changing             <ol style="list-style-type: none"> <li>a. Recognise what makes me special</li> <li>b. Name the main parts of the body</li> </ol> </li> <li>2. Keeping safe             <ol style="list-style-type: none"> <li>a. Ways to keep safe in familiar and unfamiliar environments</li> <li>b. People whose job it is to keep us safe</li> </ol> </li> </ol>
	Summer Term	<p><b>Core Theme 2: Relationships</b></p> <ol style="list-style-type: none"> <li>1. Families and close positive relationships             <ol style="list-style-type: none"> <li>c. The roles different people play in our lives</li> <li>d. Identify common features in family life</li> <li>e. Know it is important to tell someone if something about my family makes me unhappy or worried</li> </ol> </li> <li>2. Safe Relationships             <ol style="list-style-type: none"> <li>a. Recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private</li> <li>b. How to respond safely to adults I don't know</li> <li>c. How to respond if physical contact makes me feel uncomfortable or unsafe</li> <li>d. What to do if I feel unsafe or worried about my safety</li> </ol> </li> </ol>
Year 2	Spring Term	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Ourselves, growing and changing             <ol style="list-style-type: none"> <li>a. Growing and changing from young to old and how people's needs change over time</li> </ol> </li> <li>2. Keeping safe             <ol style="list-style-type: none"> <li>a. Basic rules to keep safe online, including what is meant by personal information</li> </ol> </li> </ol>
	Summer Term	<p><b>Core Theme 2: Relationships</b></p> <ol style="list-style-type: none"> <li>1. Families and close positive relationships             <ol style="list-style-type: none"> <li>a. The roles of different people in our lives, including familiar and different features of families</li> <li>b. Identify which people love and care for them</li> <li>c. The importance of telling someone if something about their family makes them unhappy or worried</li> </ol> </li> <li>2. Safe Relationships             <ol style="list-style-type: none"> <li>a. Know that sometimes people behave differently online, including by pretending to be someone they are not</li> </ol> </li> </ol>

		<ul style="list-style-type: none"> <li>b. Knowing there are situations when I should ask for permission, and also when permission should be sought</li> <li>c. Basic techniques for resisting pressure to do something they don't want to do, which may make them unsafe</li> <li>d. What to do if they feel unsafe or worried about others</li> </ul>
Year 3	Spring Term	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Ourselves, growing and changing <ul style="list-style-type: none"> <li>a. Recognising their individuality and personal qualities</li> </ul> </li> <li>2. Keeping safe <ul style="list-style-type: none"> <li>a. Strategies for keeping safe in the local environment or unfamiliar places; safe use of digital devices when out</li> </ul> </li> </ul>
	Summer Term	<p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>3. Families and close positive relationships <ul style="list-style-type: none"> <li>a. To recognise the different types of relationships (e.g. friendships, family, romantic, online)</li> <li>b. The feature of positive family life in caring relationships; about different ways in which people care for one another</li> <li>c. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul> </li> <li>4. Safe Relationships <ul style="list-style-type: none"> <li>a. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>b. keeping something confidential or secret, when this should or should not be agreed to, and when its right to break a confidence or share a secret</li> </ul> </li> </ul>
Year 4	Spring Term	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Ourselves, growing and changing <ul style="list-style-type: none"> <li>a. Our personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> </ul> </li> <li>2. Keeping safe <ul style="list-style-type: none"> <li>a. Strategies for keeping safe in the local environment or unfamiliar places; safe use of digital devices when out</li> </ul> </li> </ul>
	Summer Term	<p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>1. Families and close positive relationships <ul style="list-style-type: none"> <li>a. To recognise shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>b. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul> </li> <li>2. Safe Relationships <ul style="list-style-type: none"> <li>a. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>b. seeking advice and giving permission (consent) in different situations</li> </ul> </li> </ul>
Year 5	Spring Term	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Ourselves, growing and changing</li> </ul>

		<ul style="list-style-type: none"> <li>a. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, the menstrual cycle, menstrual wellbeing, erections and wet dreams)</li> <li>b. how hygiene routines change during puberty, the importance of being clean and how to maintain personal hygiene</li> </ul> <p>2. Keeping safe</p> <ul style="list-style-type: none"> <li>a. Reasons for following and complying with regulations and restrictions, to promote personal safety and wellbeing</li> </ul>
	<b>Summer Term</b>	<p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>1. Families and close positive relationships <ul style="list-style-type: none"> <li>a. marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>b. that people who love and care for each other can be in a committed relationship (e.g. marriage) living together, but may also live apart</li> </ul> </li> <li>2. Safe Relationships <ul style="list-style-type: none"> <li>a. privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online)</li> <li>b. How to recognise peer pressure and strategies to manage this</li> <li>c. Where to get advice and report concerns if worried about their own or someone else's personal safety</li> </ul> </li> </ul>
<b>Year 6</b>	<b>Spring Term</b>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Ourselves, growing and changing <ul style="list-style-type: none"> <li>a. for some people, gender identity does not correspond with their biological sex</li> <li>b. to identify the external genitalia and internal reproductive organs in males and females, and how the process of puberty relates to human reproduction</li> </ul> </li> <li>2. Keeping safe <ul style="list-style-type: none"> <li>a. the importance of keeping personal information private; strategies for keeping safe relationships online</li> </ul> </li> </ul>
	<b>Summer Term</b>	<p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>1. Families and close positive relationships <ul style="list-style-type: none"> <li>a. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them, that gender identity and sexual orientation are different</li> <li>b. forcing anyone to marry against their will is a crime, that help and support is available to people who are worried about this for themselves or others.</li> <li>c. recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents/ carers); that families of all types can give family members love, security and stability</li> </ul> </li> <li>2. Safe Relationships <ul style="list-style-type: none"> <li>a. about why someone might behave differently online, including pretending to be someone they are not; strategies for recognising risk, harmful content and contact, how to report concerns</li> <li>b. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul> </li> </ul>

		c. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
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## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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>
Caring friendships	<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>
Respectful relationships	<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 backgrounds), or make different choices or have different preferences or beliefs</li> <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> <li>The importance of self-respect and how this links to their own happiness</li> <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 positions 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>
Online relationships	<ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> </ul>

	<ul style="list-style-type: none"> <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 the risks associated with people they have never met</li> <li>How information and data is shared and used online</li> </ul>
Being safe	<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 any adult</li> <li>How to ask for advice or 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 including guidance from <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf</a></li> </ul>

## **Appendix 3 : PARENT NOTIFICATION LETTER FOR SEXUAL HEALTH EDUCATION**

Dear Parent or Guardian

Throughout the school year your child will receive Sexual Health Education as part of the RSE Policy. Depending on your child's age, topics may include:

- topic area to list here -with details
- topic area to list here -with details
- topic area to list here -with details

You are welcome to contact your child's class teacher or email the school. We can share the lessons and information that your child will be taught. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education, Health Education or those elements that are in the National Curriculum for Science. If you wish to have your child excused from participation, please inform the school in an email to the child's year group email, or in writing.

If you are thinking of withdrawing your child from the RSE curriculum please arrange a meeting with the PSHE lead or Headteacher who you can discuss your concerns with.

Yours Sincerely,

Class Teachers