



EBOR ACADEMY TRUST

29

Relationships and Sex Education Policy

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## 1. Introduction

As an academy group we have four clear drivers. Excellence, Belonging, Opportunity, Respect.

Excellence – We work to inspire and instil in others, the desire to be the best we can.

Belonging – To work together as a community, having a unique and valued part to play within our academy alliance.

Opportunity – To give, and be given, the opportunities to grow, flourish, and celebrate success.

Respect – To value, respect and care for others and ourselves.

## 2. Policy Intent

As our pupils progress through school they will learn about positive and safe relationships with family, friends and also online.

They will learn skills to help them build these enjoyable, respectful, loving and non-exploitative relationships for themselves and recognise ways to stay safe in relationships both on and offline.

We endeavour to use a range of reliable resources to foster equality and meet the needs of all of our pupils with their diverse experiences - including those with special educational needs and disabilities. Through gaining accurate information and forming positive beliefs, values and attitudes we will encourage our children to challenge discrimination and nurture respect for different viewpoints not just in RSE lessons but in every day life.

We want our children to leave Marfleet Primary Academy prepared for the emotional, social and physical aspects of growing up. We want them to know how to seek support should issues arise and be able to make informed decisions about their health and wellbeing outside of school.

This will all be taught in a safe environment and we aim to always be respectful of differences of opinion. We will continue to work closely alongside parents informing them of what we will be learning and also ways in which they can support their children at home.

## 3. What Is Relationship and Sex Education?

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## 4. Statutory Expectations

Relationships and Health Education is compulsory in Primary Schools. We must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

For Primary Schools – Sex education is not mandatory although they must teach the elements of sex education contained in the science curriculum. The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. Parents do not have the right to withdraw from this aspect of the curriculum. Primary Schools can decide to teach some aspect of Sex Education if they should deem it to be important in their context.

In teaching RSE, we must have regard to the statutory guidance from the DfE [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice.

## 5. Policy Consultation

We are committed to working in partnership with parents and carers on the delivery of the RSE curriculum, we want our parents and carers to feel included and involved in how we are working with their children when educating them on sensitive and thought provoking topics featured within this curriculum. We will always share information with parents in an informative and consultative way, that allows for a dialogue between home and school in order to strengthen the practice and provision we can deliver to our children.

*This policy has been developed in consultation with staff, pupils and parents. The consultation process involved the following steps:*

1. *Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations*
2. *Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. The publication of supporting resources and materials for the ‘puberty’ and ‘growing up lessons’ are made available to parents prior to the delivery of these. We work to incorporate parental feedback into the development and delivery of these lessons.*
3. *Pupil consultation – we investigated what exactly pupils want from their RSE lessons and the areas of sensitivity, risk and development that is relevant to them and the context in which we teach.*

## 6. Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

6.1 The objectives of Sex and Relationship Education are:

- a) To provide the knowledge and information to which all pupils are entitled.  
To clarify/reinforce existing knowledge.
- b) To raise pupils’ self -esteem and confidence, especially in their relationships with others.
- c) To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- d) To help pupils’ develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- e) To provide the confidence to be participating members of society and to value themselves and others.  
To help gain access to information and support.
- f) To develop skills for a healthier safer lifestyle.
- g) To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- h) To respect and care for their bodies.
- i) To be prepared for puberty and adulthood.

6.2 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- a) Families
- b) Respectful relationships, including friendships
- c) Online and media
- d) Being safe
- e) Intimate and sexual relationships, including sexual health

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Sex Education

At Marfleet school we will be continuing to provide some additional content on sex education to meet the needs of our pupils in line with all primary schools within our trust. We already choose to teach some aspects of sex education and will continue to do so in line with DfE advice that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

At Marfleet school we will teach this in Year 6. We will consult parents before the final year of primary school about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Sex education lessons in Year 6 will cover the following:

- How babies are conceived
- How babies are born
- How pregnancies can be prevented including a basic understanding of contraception

In line with statutory policy, parents have a right to withdraw their children from this aspect of the curriculum (as detailed more fully below).

## 8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in [Appendix 4](#) of this policy and addressed to the headteacher. We will invite you to talk through your concerns, explain our school's rationale for RSE and invite you to review some of the materials we hope to use. Withdrawing your child from sex education remains a statutory right as a parent or legal guardian.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. The organisation of Relationship and Sex Education

Our school's overall aim is to give all children the best possible opportunities to grow and develop as people in their own right during their time at Marfleet Primary Academy.

Relationship and sex education is delivered through science, PSHE, Citizenship and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach sex and relationship education may include fiction, reference books, leaflets and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Consistency across all staff and across all areas is really important. As well as discrete PSHE lessons, key themes are also explored through themed days/ weeks, in assemblies and through our daily class check-ins using the zones of regulation. We have made good links with parents in order to share relevant key skills and hope to build on this. Our WEB team works closely alongside children and parents and are always on hand to pick up any worries or anxieties.

For more information about our RSE curriculum plans ([See Appendix 2](#))

## **10. The Role of Visitors in regards to RSE**

Visitors are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RSE policy and work within it. Where it is deemed appropriate the school may call upon specialist or guest speakers to contribute to the delivery of lessons to enhance children's learning experience.

## **11. SEND Pupils and Vulnerable groups**

Relationships Education, Sex and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for those pupils who do have additional needs.

At Marfleet school we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be a subject that provokes much thought and discussion for pupils. For the more vulnerable pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. We are aware that making adaptations, pre-teaching and regular liaison and consultation with those pupils will be needed.

## **12. Safeguarding Children**

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

## **13. Sexual Identity and Sexual Orientation**

Marfleet Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

#### **14. Controversial and Sensitive Issues**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a difference of opinions.

#### **15. Dealing with Difficult Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned. ([See Appendix 1](#))

#### **16. Monitoring & Evaluation**

The senior leadership team will work with subject leaders to monitor the provision of RSE across the school. This will be completed a minimum of once a term and will include learning walks, CPD, pupil perceptions and book monitoring. Pupils' perception evaluations will be used to monitor the progress of pupils' understanding of RSE. It is the responsibility of each leadership team to ensure that pupil voice and parental consultation remains at the heart of the RSE core offer.

## Appendix 1: Additional guidance for supporting children

### Answering Children's Questions:

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smartphone. In the age of information, where children in primary have access to tablets, smartphones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
3. By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had a chance to form.
4. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.
5. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:
  - a) Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
  - b) If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to
  - c) differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
  - d) If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
  - e) If the member of staff doesn't have an answer or doesn't know, they will say so.
  - f) There is no shame in not knowing the answer, but the member of staff should try to help the child to find the answer later.
  - g) If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*

- h) This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
6. If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
  7. Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

**Appendix 2: RSE Curriculum Plan**

<b><u>Spring-</u> Topic Relationships</b>
<b>Families and friendships</b>
<b>Safe relationships</b>
<b>Respecting ourselves and others</b>
<b><u>Autumn</u> Topic Living in the wider world</b>
<b>Health and emotional wellbeing</b>
<b>Belonging to a community</b>
<b>Media literacy and Digital resilience</b>
<b><u>Summer</u> Topic Health and wellbeing</b>
<b>Physical health and Mental wellbeing</b>
<b>Growing and changing</b>
<b>Keeping safe</b>

<b>Autumn</b>						
<b>Topic Relationships</b>						
<b>FS 1/2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Families and friendships</b>						
Who is important to me; Roles of a family	Roles of different people; families; feeling cared for	Making friends; feeling lonely and getting help	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; romantic relationships; civil partnership and marriage
<b>Safe relationships</b>						
Keeping myself safe and who to go to for help	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
<b>Respecting ourselves and others</b>						
Rules of the classroom; the importance of respect	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues

<b>Spring</b>						
<b>Topic Living in the wider world</b>						
<b>FS 1/2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

Belonging to a community						
The rules in different places; caring for others and the environment	What rules are; caring for others' needs; looking after the environment	Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules and laws; rights, freedoms and responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion towards others	Valuing diversity; challenging discrimination and stereotypes
Media literacy and Digital resilience						
To use a range of devices and to know what they can be used for	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
Money and Work						
Strengths and weaknesses; the community around me	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risks

Summer						
Topic Health and wellbeing						
FS 1/2	1	2	3	4	5	6
Physical health and Mental wellbeing						

Keeping myself healthy; who can help me stay healthy; why it is important to stay healthy	Keeping healthy; food and exercise; hygiene routines; sun safety	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Health choices and habits; what affects feelings; expressing feelings	Maintaining a balanced lifestyle; oral hygiene and dental care	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
<b>Growing and changing</b>						
What makes me special; understanding feelings	Recognising what makes them unique and special; feelings; managing when things go wrong	Growing older; naming body parts; moving class or year	Personal strengths and achievements; managing and reframing setbacks	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Personal identity; recognising individuality and different qualities; mental wellbeing	Human reproduction and birth; increasing independence; managing transitions
<b>Keeping safe</b>						
Keeping myself online; what to do if I don't feel safe online	How rules and age restrictions help us; keeping safe online	Safety in different environments; risk and safety at home; emergencies	Risks and hazards; safety in the local environment and unfamiliar places	Medicines and household products; drugs common to everyday life	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Year	RSE Content	Emotional Literacy and Social Skills
Y1	<b>Life Cycles</b> <b>Changing Me</b> <b>My Changing Body</b> <b>Boys' and Girls' Bodies</b> <b>Learning and Growing</b>	I understand that changes happen as we grow and that this is ok. I know that changes are ok and that sometimes they happen whether I want them to or not. I understand that growing up is natural and that everybody grows at different rates. I respect my body and understand which parts are private. I enjoy learning new things.
Y2	<b>Life Cycles in Nature</b> <b>Growing from young to old</b> <b>The changing me</b> <b>Boys' and Girls' bodies</b> <b>Assertiveness</b>	I understand that there are some changes outside my control and can recognise how I feel about this. I can identify people I respect who are older than me. I feel proud about becoming more independent. I can tell you what I like/don't like about being a boy/girl. I am confident to say what I like and don't like and can ask for help.
Y3	<b>How Babies Grow</b> <b>Babies</b> <b>Outside Body Changes</b> <b>Inside Body Changes</b> <b>Family Stereotypes</b>	I can express how I feel when I see babies or baby animals. I can express how I might feel if I had a new baby in my family. I recognise how I feel about changes happening to me and know how to cope with different feelings. I recognise how I feel about changes happening to me and know how to cope with different feelings. I can express how I feel when my ideas are challenged and might be willing to change my ideas somehow.
Y4	<b>Unique Me</b>	I appreciate that I am a totally unique human being.

	<b>Having a Baby</b> <b>Girls and Puberty</b> <b>Circles of Change</b> <b>Accepting Change</b>	<p>I understand that having a baby is a personal choice and can express how I feel about this.</p> <p>I have strategies to help me cope with the emotional and physical changes I will experience during puberty.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p> <p>I can express my fears and concerns about changes that are outside my control and can manage these positively.</p>
Y5	<b>Self and Body Image</b> <b>Puberty for Girls</b> <b>Puberty for Boys</b> <b>Conception</b> <b>Looking ahead</b>	<p>I know how to develop my own self-esteem.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I understand how human bodies reproduce in these ways.</p> <p>I am confident that I can cope with the changes growing up will bring.</p>
Y6	<b>My Self Image</b> <b>Puberty</b> <b>Girl Talk/Boy Talk</b> <b>Babies – Conception to birth</b> <b>Attraction</b>	<p>I know how to develop my own self esteem.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can reflect on how I feel about asking questions and receiving answers.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.</p> <p>I can express how I feel about becoming a teenager and am confident that I can cope with this.</p>

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



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If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

