

# Temple Meadow Primary School



Temple Meadow  
Primary School  
*Growing together, learning together*

## Relationship, Sex and Health Education Policy

### *Safeguarding Policy Statement*

*This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.*

**Policy Ownership: (Headteacher/ Learning 4 Life Lead)**

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## Context for Relationship and Sex Education Policy

This is an exemplar Relationship and Health Education Policy for primary schools written and circulated by the Local Authority. Red font indicates where school is required to review and update school content / context. Green font indicates where Temple Meadow approach differ.

**Note**, it has been written to reflect where the school is using the “Healthy Mind, Happy Me” curriculum and the School Nurse Service to deliver supplementary sessions. At Temple Meadow we have our own bespoke Learning 4 Life Curriculum (previously PSHE) and therefore ensure that we have mapped the appropriate required content into our curriculum map.

This policy should be made available for consultation to the parent and pupil body, professional colleagues and school governors.

## Rationale and ethos for Relationship and Sex Education

This policy is a working document, which provides guidance and information on all aspects of RSHE in the school for staff, parents/carers and governors.

At **Temple Meadow**, Relationship and Health Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE) at Temple Meadow we call this Learning for Life (L4L). The aim is to prepare children gradually and appropriately for adult life, ensuring the development of personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, reflecting local needs, is also designed to build students understanding of how to keep themselves safe both now and in the future. The curriculum encourages students to develop their own ideas, opinions and beliefs whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.

The biological aspects of RSHE are taught within the Science curriculum, where there is no parental right to withdraw.

Other elements of the curriculum are addressed through assemblies.

We believe Relationship and Health Education (RHE) is a lifelong process in which pupils acquire information, develop skills and form positive beliefs and attitudes about relationships, providing them with the skills and knowledge to prepare them for decisions that they make throughout their lives. Relationship and Health education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. RSHE education is part of British Values that values respect, inclusion and equality.

RHE at **Temple Meadow**, lays the foundations for factual knowledge and the more sexually explicit information required by young people in later years (secondary education). Effective RHE, set within Learning for Life (L4L) and Science lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills; including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers. The aim is to increase pupil knowledge and understanding, so that they are able to make informed decisions and life choices, both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

RHE, as taught at **Temple Meadow**, does not encourage sexual experimentation, the taking away of a child’s innocence, over-ruling the wishes or rights of parents or imposing ideas onto young people.

RHE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important for our pupils and our schools to ensure students can reflect upon their own beliefs, values and ideas in an age appropriate and developmentally appropriate way and to develop an understanding of other’s ideas, beliefs and values.

**Temple Meadow** recognises that effective RHE is dependent upon partnerships at many levels; this includes between us and parents, carers and guardians; children; the local authority including Public Health and health professionals; local faith communities and (where relevant) the voluntary sector.

All those who teach aspects of RHE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

The outcomes, intentions and values underpinning Relationship and Health Education intend:

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled, to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils develop skills (including language development associated with RSHE at an age-appropriate time, decision making, choice, assertiveness) and making the most of their abilities. *At Temple Meadow, our Protective Behaviours strand within L4L Curriculum ensures a scientific vocabulary used when naming body parts.*
- To provide the confidence to be participating members of society and to value themselves, and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online (*ever mindful of E-Safety*).
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- *At Temple Meadow Protective Behaviours and Early Warning Signs supports age-appropriate understanding of safe and unsafe touch and how to seek support.*
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, reproduction and associated emotional changes in an age-appropriate manner.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of Relationship and Health education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

## Equal Opportunities Statement

Temple Meadow school is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

## Legislation including statutory regulations and guidance.

Documents which inform the schools RSHE policy include: -

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated)
- The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)
- Subject specific research: Ofsted.

## Related school policies

Related school policies include:

- Curriculum Statement
- [Subject specific Teaching and learning policies in particular Learning 4 Life and Science](#)
- [Safeguarding Policy, Staff Handbook and guidance including Keeping Children Safe in Education guidance](#)
- [Behaviour Policy](#)
- [SEND policy](#)
- [Anti-Bullying policy](#)
- [Health and Safety policy](#)
- [Visitors Policy](#)
- [SEND Policy](#)
- [E-Safety Policy.](#)

## Roles and Responsibilities.

Those involved in the development of this policy include:

The Headteacher	Responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
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.
School Office Manager	Manages any parent requests for withdrawal from some/ all of the curriculum and informs appropriate staff.
Learning 4 Life (RSHE/PSHE) Lead	The development of the curriculum, delivering training and resources to key members of staff, ensuring 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.
Science Lead	Working with L4L lead to ensure our RSHE delivery complies with RSHE and Science expectations
Teaching and support staff	The delivery of lessons and key RHE messages, identifying and working with <b>Learning 4 Life (PSHE) Lead</b> 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 of the student voice programme).

## Curriculum Design

Our RHE programme is an integral part of our whole school **Learning 4 Life (PSHE)** provision and is supported by the statutory requirements as set out in the National Curriculum for Relationships Education, Relationships and Sex Education and Health Education (2018 and 2020) and Science. **The curriculum model we use is based upon best practice as established by leading subject organisations including the PSHE Association which has a developed age-appropriate and inclusive approach to teaching RHE.** Further detail of our curriculum can be viewed on our school website or is available on request.

We use a variety of resources including: -

- **The Local Authority** approved curriculum model, the “Healthy Mind, Happy Me” curriculum which focuses upon developing student’s mental health and emotional wellbeing. The themes addressed in the curriculum are included below. **At Temple Meadow we adapt this model curriculum to fit alongside our Learning 4 Life curriculum approach. We do not use ‘Healthy Mind, Happy Me’.**
- **School Nursing Team** approved by the local authority who deliver age-appropriate classroom lessons in primary schools.
- **NSPCC “No Pants” Talk delivered by external staff to Year 2.**
- **A theatre in education production focused on puberty and delivered in year. We typically work with Loudmouth theatre company on appropriate content.**
- **Picture News: A nationally recognised PSHE and Citizenship focused resource which provides weekly resources focusing upon an issue in the news. We have used this resource in the past and may choose to do so in the future.**
- **Votes for Schools: A nationally recognised PSHE and Citizenship focused resource which provides weekly resources focusing upon an issue in the news. We have not used this resource though may do so in the future.**

### Local Authority Happy Me curriculum

**We do not use this curriculum but our curriculum covers all required content.**

Theme	Description of topics	Themes addressed.
All About Me	Helping pupils to celebrate difference and manage emotions in a safe and healthy way	Self-awareness, understanding feelings, self-esteem and self-regulation
Friendships	Supporting pupils to think about the importance of friendships and social relationships in relation to their own wellbeing	Considering other people’s emotions and perspectives; working together, social problem-solving
Resilience and coping	Helping pupils to develop resilience, looking after themselves and cope with change	Conflict management, positive coping strategies, reframing failure, facing adversity, self/regulation and self-control, responsible decision-making, self-management
Belonging	Building a sense of belonging through the development of secure relationships.	Celebrating differences, attachment, respecting others, culture, belonging and caring support
Being the Best Me I Can Be	Encouraging pupils to be effective learners using their personal strengths.	Effective learning; setting, planning and reaching goals, creativity, encouraging mastery goals, high expectations
My Wider World	Helping pupils to understand their place in the community and promoting connectedness.	Being a member of a community, celebrating communities’ differences and similarities and cultural awareness.

## Temple Meadow curriculum map

Key:	<b>Protective Behaviours</b>	<b>Aiming High – no strong links to RSHE or Health – check resilience part in Emily grid</b>	<b>Perfect planet – no strong links to RSHE or Health</b>
Proud to be me	<b>Be Safe be kind Esafety</b>	<b>Fit for life</b>	

<b>Assemblies</b>	<b>Resilience and coping</b> - Helping pupils to develop resilience, looking after themselves and cope with change - Conflict management, positive coping strategies, reframing failure, facing adversity, self/regulation and self-control, responsible decision-making, self-management	<b>Friendships</b> Supporting pupils to think about the importance of friendships and social relationships in relation to their own wellbeing - Considering other people's emotions and perspectives; working together, social problem-solving
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Year Group	Proud to be Me		Protective Behaviours		Be Safe be kind Esafety		Fit for Life	Science		Computing	Visitors
DFE link	RSHE	<u>Health &amp; well being</u>	RSHE	<u>Health &amp; well being</u>	RSHE	<u>Health &amp; well being</u>	<u>Health &amp; well being</u>	RSHE	<u>Health &amp; well being</u>	RSHE	<u>Health &amp; well being</u>
Relationship education. Relationships and sex education and health education)	Families and people who care for me caring friendships respectful relationships <u>mental well being</u>		Respectful relationships Online relationships Being safe <u>mental well being</u> <u>internet safety</u>		caring friendships Respectful relationships Online relationships Being safe <u>mental well being</u> <u>internet safety</u>		<u>Mental well being</u> <u>Physical health and fitness</u> <u>Healthy eating</u> <u>Health and prevention</u> <u>DECCA</u>				
Nur	Families		Network hands (vocab re anatomy)		Understanding what bullying means		<u>Balanced diet</u>	KUW			
Rec	Self esteem Self-respect Cultural pride Diversity		Early warning signs Safe touch (boundaries in relationships, concept		Share Anti Bullying Policy STOP acronym Recap protective		<u>Sugar content</u> <u>Healthy mind and body sleep and effects</u> <u>Effects of exercise on physical health and</u>	Sharing concern for living things PD Ch know importance of		Handwashing and teeth cleaning School Nurse	



	<p>Respect self</p> <p>Respect others</p> <p>Citizens</p> <p>Friendship</p>	<p>privacy, person body belongs to self, respond safely to unknown adults, recognise feeling or being unsafe, asking for advice or help, report concern or abuse, self-regulation)</p>	<p>Behaviour</p> <p>Early warning signs</p> <p>Esafety – ask an adult, check to stay safe</p>	<p><u>well being</u></p> <p><u>Risks associated with inactive lifestyle</u></p> <p><u>Recognise early signs of physical illness</u></p>	<p>physical ex and healthy diet and how to keep healthy and safe</p> <p>Manage own basic hygiene</p>		
Y1	<p>(discussion, turn taking, collaborative culture, respect opinions, accept differing views, explore and question, active listening)</p>	<p>High profile CPD for current staff including HLTA and support</p>	<p>Understanding what bullying means</p>	<p><u>Safe and unsafe sun exposure</u></p>	<p>Basic parts of the human body (we apply our protective behaviour naming)</p>	<p>Online safety unit Aut1 – safe log ins</p>	
Y2			<p>Share Anti Bullying Policy</p> <p>STOP acronym</p> <p>Differing types bullying</p> <p>Scenario is it bullying?</p> <p>Effects of bullying on mental health</p> <p>What we can do to prevent bullying (unite against bullying)</p>	<p><u>Allergies</u></p> <p><u>Immunisation and vaccination</u></p> <p><u>Basic first aid (call emergency services and common injuries)</u></p>	<p>Notice that animals including humans have offspring</p> <p>Describe importance for humans of exercise. Eating the right amounts of different amounts of food and hygiene</p>	<p>Online safety unit Aut1 – searching and sharing, Email, digital footprint, terminology, safe searching</p>	<p>NSPCC – Pants</p> <p>DECCA - Medicine talk</p>
Y3			<p>National Anti-Bullying week</p> <p>English unit linked to bullying texts</p> <p>Esafety – through computing curriculum</p> <p>Exploring online as sometime as covering bullying</p>		<p>Identify animals including humans need the right types and amounts of nutrition</p>	<p>Online safety unit Aut1 – safety in numbers – passwords, fact or fiction re content, appropriate content and ratings of games etc, methods of communication and safety,</p>	<p>School nurse healthy eating talk</p>

						email and email rules	
Y4					Different types of teeth and functions (our focus hygiene teeth brushing)	Online safety unit Aut1 – phishing, malware, plagiarism, healthy screen time New unit effective searches	Fire service – Sparks  DECCA – caretakes cupboard
Y5					Describe the changes as humans develop to old age (puberty and menstruation)- school Nurse delivers parents CANNOT withdraw from this	Online safety unit Aut1 – sharing digital content, password and sharings, referencing	Puberty talk for Y5 – delivered to boys and girls
Y6					Recognise impact of diet exercise, drugs and lifestyle on the way their bodies function  School Nurse re does a further puberty session recap Y5 menstruation and puberty  NEW change is	Online safety unit Aut1 – messaging I games, online behaviour, screen time	Healthy relationships talk for Y6 – delivered to boys and girls  DECCA – alcohol and drugs talk  My mate fancies you – Loudmouth – Y5 & Y5  Bully 4U –

					delivery of Sex Education (parents can with draw)		<p>Loudmouth – Y3, Y4, Y5, Y6</p> <p>SHAPE team – anti bullying road show</p> <p>PCSO – cyber bullying</p>
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## External Speakers and Agencies

Temple Meadow invites, as appropriate, various speakers to support and develop the curriculum provision. This includes, but is not limited to: -

- DECCA (supporting curriculum around drugs, alcohol and smoking education).
- School Nurses Service (to deliver various aspects of health education).
- NSPCC to address issues around Safeguarding.
- Safer 6 Partnership (Local authority initiative) to address aspects of safeguarding.
- West Midlands Police to address various safeguarding issues.

Other external speakers may be invited as appropriate to the curriculum and theme, with advice and support from trusted sources including other schools in the local authority and PSHE Advisory Teacher. All materials provided by the external agency will be viewed prior to being shown in class. All external speakers will be expected to follow school policies which includes, but is not limited to, Visitors Policy, Safeguarding Policy and RHE policy. They will remain under staff supervision at all times.

## Puberty

Puberty talks are delivered by both Temple Meadow staff and the school nursing team in Years 5 and 6. These sessions explore the changes to the human body as children grow and are part of the Science curriculum. Parents do not have the right to withdraw from these sessions as they part of the National Curriculum. Although these sessions are delivered only in UKS2, school staff, including the PSK team, ensure Year 4 individual pupils are aware of the location of sanitary products in school and support available, where appropriate.

## Sex Education

Temple Meadow has decided to deliver sex education sessions; these sessions will take place in summer term and covers the following content: changes that adolescence brings and how a baby is conceived and born. The intention of covering this content is to prepare all pupils for the changes that adolescence brings and to support their understanding and future safety. Parents continue to have the right to withdraw their children from these sessions only, apart from content covered in the National Curriculum for Science. Where a parent wishes to withdraw their child, this should be communicated with the school. Temple Meadow, would encourage parents wishing to do this, to contact the school to discuss this further and put their request in writing to [tm.admin@meadow.sandwell.sch.uk](mailto:tm.admin@meadow.sandwell.sch.uk). Where a child has been withdrawn from the curriculum, they will be taught elsewhere in the school.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or part of Relationship or Health Education.

Our plan would always be for the school nursing team to deliver these sessions and we would be proactively communicating with parents prior to the session and arranging a parent information session in which the resources that we plan to use would be shared.

## Safe and Effective Practice including answering sensitive questions

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions anonymously. At Temple Meadow, our culture supports pupil sharing of worries with adults; additionally, in any RSHE session ground rules will form part of the session regarding how to raise a concern or worry. Sometimes post its are used for discussion and we may also use IT to support a message to member of staff delivering the session. All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the Learning 4 Life (PSHE Lead), Designated Safeguarding Lead or wider safeguarding team including Pastoral Team, SLT, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations including, but not limited to, the PSHE Association. At Temple Meadow, the School Nursing Team are key to our Puberty and sex education sessions.

During Learning 4 Life lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, School Nurse Service, the child/young person's doctor or to an established external organisation; it is important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the [Learning 4 Life](#) (PSHE Coordinator), Headteacher or Safeguarding Team wherever appropriate in the circumstances.

## Safeguarding

All staff are trained in safeguarding. Teachers are aware that effective RHE, 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. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSHE in school. We actively work with Sandwell Metropolitan Borough Council approved providers to supplement the teaching of the subject.

All visitors will be familiar with and understand the school's RHE policy and work within it as they will be sent a copy as part of the teaching agreement. As part of school entry to site approach all visitors will be given a copy of our Visitor Leaflet which contains the essence of our safeguarding visitor policy.

As per Safeguarding policy, visitors are supervised/supported by a member of staff.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning. [At Temple Meadow, a member of school staff is always in each session.](#)

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on to the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary. [The school nurse follows a separate code of practice linked with their professional regulations.](#) [In essence if they have a concern they ensure they pass to our DSL for our information and separately follow their own safeguarding practice within their organisation.](#)

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

## Engaging Stakeholders (including parents/carers/guardians and pupils)

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. [Temple Meadow](#) believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family

- Teaching their children about Relationships and Health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSHE curriculum we will support our parents to:

- Help children to learn the correct names of the body in a safe, age and developmentally appropriate way.
- Talking with their children about feelings and relationships

Parents are encouraged to support the school's RHE and have access to this policy.

### **Parental Right to Withdraw**

At Temple Meadow prior to a Sex Education session we would hold a parent briefing to share content and approach.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationship or Health Education content.

Temple Meadow would encourage parents with concerns around content, to contact the school to discuss this further.

Where a child has been withdrawn from sex education lessons, they will be taught elsewhere in the school.

### **Student voice in determining curriculum**

Throughout RSHE and Learning 4 Life (PSHE) lessons, students can contribute to class discussions and to reflect upon their own ideas and opinions.

As part of the Learning 4 Life (PSHE) curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns (in lessons or through the medium of the Pupil Parliament). Students in older key stages will be able to voice opinions on resources / external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

## **Monitoring and Evaluation**

In the first instance, the lead teacher for Learning 4 Life (PSHE and RSHE) will be responsible for monitoring and evaluating the subject who will monitor the impact of the policy on children's learning, subject development, report to SLT and assist the Headteacher to report to the Governing Body. All monitoring in the subject will be in accordance with school policy.