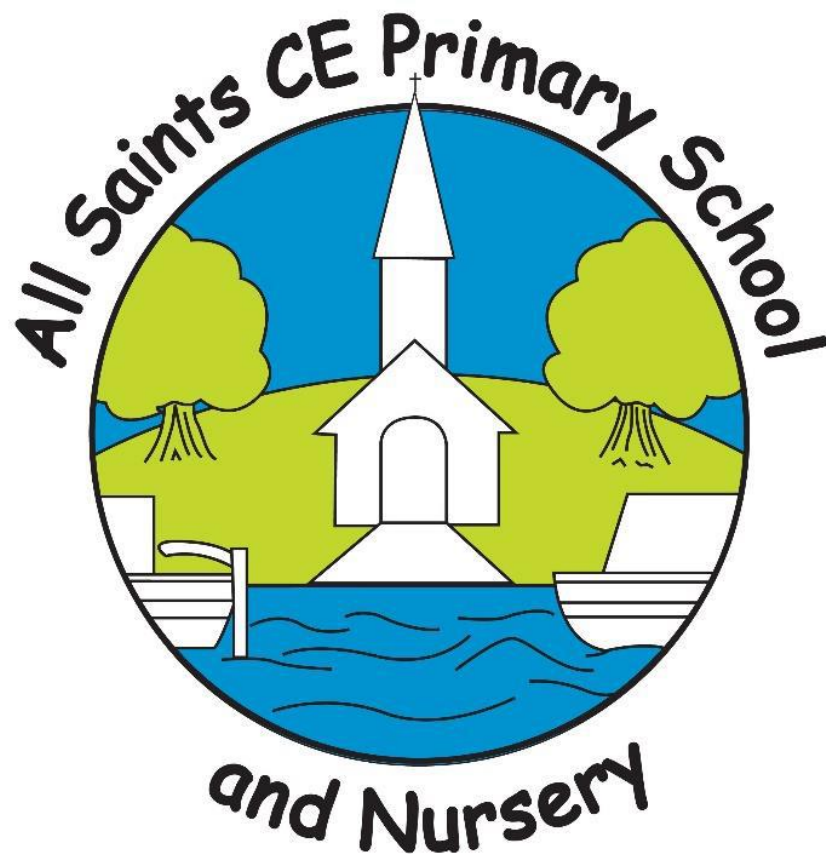


Relationships and Health (RHE) Education Policy



*'Learning for life,
building a firm foundation'*

Reviewed: September 2024
Headteacher: Lisa Harrison

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The Curriculum Policy for Relationships and Health Education (RHE)

Introduction

We define RHE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up and relationships. We believe that our vision, *Learning for life, building a firm foundation*, is really important and as a school our pupils' wellbeing, happiness and safety are our first priority. We regard RHE as an important integral component of the whole curriculum. We believe that children need firm foundations on which to build in all aspects of their lives. In the case of this policy that means giving pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

Relationship and health education is not just learning about growing up and changes. It is also about enabling children to make and maintain relationships with others, to understand about how to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

Knowledge and Understanding including: emotional, social and physical aspects of growing up, puberty and similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

Personal and Social Skills including: talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line.

Attitudes and Values including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

The Aims of Relationships and Health education (RHE) at our school are to:

- Provide a consistent standard of relations and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding and the importance of health and hygiene
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

Statutory Requirements

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

As a maintained primary school, we must provide relationships and health education to all pupils as per section 34 of the Children and Social work act 2017.

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Defining Relationships Education

The Department for Education defines relationships education as, *the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.* (DFE p.4)

We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self- esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Health Education

Health education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. It will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic first aid' Effective health education and 'Changing adolescent body'. It also enables young people to make responsible and informed decisions about their own and others' health and wellbeing.

We define menstruation, wet dreams and masturbation (all parts of puberty) as falling within Health Education (under the Changing Adolescent Body section) not Sex Education, and therefore part of the statutory requirements. Naming parts of the body, including genitalia, comes under statutory Relationships Education, within the Being Safe unit; requirement number 7: *'How to report concerns or abuse, and the vocabulary and confidence to do so'*; It also comes under National Curriculum Science where children are required to be able to name the external body parts and so is again statutory.

Defining Sex Education

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we do not teach any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

It is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Relationships and Health Education Curriculum Content and Delivery

RHE will be taught through a planned programme in PSHE as well as in Science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. At primary school level Health and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;

- can protect themselves and ask for help and support; and
- are prepared for puberty.

We have a statutory duty to teach the RHE elements of the Science National Curriculum. Through National Curriculum Science we will explore:

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
- f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

Upper Key Stage 2 should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

What is taught in each year group?

The RHE curriculum is an integral part of the whole school PSHE education provision and will be part of the lessons based on learning opportunities for Health and Wellbeing, and Relationships. It is taught throughout each year from Early Years to Year 6, see **Appendix A** for more detail. It progresses from one year to another, building on what has been learnt in previous years.

At All Saints, we have chosen to follow SCARF, a comprehensive scheme of work which covers all of the DfE's new statutory requirements for Relationships Education and Health Education and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We also deliver the *Protective Behaviours* Programme as recommended by Warwickshire's Safeguarding Children's board Both Protective Behaviours and SCARF programmes are based on a spiral curriculum beginning in Nursery, building on key messages through to year 6.

The local authority delivers ongoing support and training to all staff to ensure they are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

Protective Behaviours

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours

Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours using a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with. Protective Behaviours is delivered across the entire school from Reception to year 6. There are four lessons in each year group. Lessons are delivered over 4 weeks.

As a school Protective Behaviours is delivered in the Autumn term, across all year groups. Our RSE curriculum is designed to review and reinforce all of the key messages from Protective Behaviours, allowing children to refresh their support networks and build on previous learning. We deliver Protective Behaviours in the Autumn term.

RSE is embedded into our PSHE curriculum but during the Spring term all children from nursery to Year 6 will learn about how they grow and change in the SCARF 'Growing and Changing' unit. This unit focuses particularly on changes at puberty, it ensures that you meet most of the requirements within the Changing Adolescent Body theme within Health Education. However, many of RSE requirements are covered in other SCARF half-termly units as part of a spiral curriculum. **(Appendix A)**

In order to meet statutory Relationships and Health Education requirements, you'll need to deliver all the six half-termly units within because the 67 end-of-primary statutory requirements are covered across different units. The Growing and Changing unit focuses particularly on changes at puberty, it ensures that you meet most of the requirements within the Changing Adolescent Body theme within Health Education. However, many of RSE requirements are covered in other SCARF half-termly units as part of a spiral curriculum.

Year Group	Growing and Changing Unit Lessons taught during Spring Term	Children will learn
Nursery	Growing and changing in nature When I was a baby Girls, boys and families	Children will be able to: <ul style="list-style-type: none"> • Talk about change in the environment • Describe the changes in babies, young animals and plants as they grow • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.

Reception	Life stages - plants, animals, humans Life Stages: Human life stage - who will I be?/Getting bigger	Children will be able to: <ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up.
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	First Aid: What's safe to go onto my body	<ul style="list-style-type: none"> • Use the correct vocabulary when naming the different parts of the body. • know how to keep themselves safe.
Year 1	<p>Healthy me Taking care of a baby Then and now Who can help? Harold loses Geoffrey</p> <p><i>Surprises and secrets Keeping privates private are taught through protective behaviours in Autumn 1</i></p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.

Year 2	<p>Haven't you grown!</p> <p><i>My body, your body. Respecting privacy and some secrets should never be kept are taught through protective behaviours Autumn 1</i></p>	<p>Children will be able to:</p> <p>Demonstrate simple ways of giving positive feedback to others</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to</p>
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		<p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)</p> <p>Understand and describe some of the things that people are capable of at these different stages</p> <p>Identify which parts of the human body are private</p> <p>Explain that a person's genitals help them to make babies when they are grown up</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person</p> <p>Explain what privacy means</p> <p>Know that you are not allowed to touch someone's private belongings without their permission</p> <p>Give examples of different types of private information</p> <p>Identify how inappropriate touch can make someone feel;</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises;</p> <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>
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<p>Year 3</p>	<p><i>The above are taught through the keeping safe unit</i></p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with.
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		<ul style="list-style-type: none"> • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
<p>Year 4</p>	<p>My feelings are all over the place All change Preparing for changes at puberty Together SCARF hotel</p>	<p>Children will be able to:</p> <p>Describe some of the changes that happen to people during their lives</p> <p>Explain how the Learning Line can be used as a tool to help them manage change more easily</p> <p>Suggest people who may be able to help them deal with change</p> <p>Name some positive and negative feelings Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents</p> <p>Take part in a role play practising how to compromise</p> <p>Identify parts of the body that males and females have in common and those that are different</p> <p>Know the correct terminology for their genitalia</p> <p>Understand and explain why puberty happens</p> <p>Know the key facts of the menstrual cycle</p> <p>Understand that periods are a normal part of puberty for girls</p> <p>Identify some of the ways to cope better with periods</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret</p> <p>Recognise how different surprises and secrets might make them feel</p>

		<p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will</p> <p>Recognise that marriage includes same sex and opposite sex partners</p> <p>Know the legal age for marriage in England or Scotland</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony</p>
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<p>Year 5</p>	<p>Dear Hetty Changing bodies and feelings Growing up and changing bodies Stop, start stereotypes</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Explain the difference between a safe and an unsafe secret; Identify situations where someone
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		<p>might need to break a confidence in order to keep someone safe.</p> <ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.
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<p>Year 6</p>	<p>I look great Media manipulation Is this normal?</p>	<p>Children will be able to:</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes</p> <p>Suggest positive strategies for dealing with change</p> <p>Identify people who can support someone who is dealing with a challenging time of change</p> <p>Understand that fame can be short-lived</p> <p>Recognise that photos can be changed to match society's view of perfect;</p> <p>Identify qualities that people have, as well as their looks</p> <p>Define what is meant by the term stereotype</p> <p>Recognise how the media can sometimes reinforce gender stereotypes</p> <p>Recognise that people fall into a wide range of what is seen as normal</p> <p>Challenge stereotypical gender portrayals of people</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty</p>
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		<p>Know where someone could get support if they were concerned about their own or another person's safety</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p>
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How is RHE taught?

Pupils are taught in mixed groups to ensure that boys and girls learn the same information. Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

Each class will work on the same key theme at the same time. There will be a dedicated PSHE teaching time in the teaching timetable of 1 hour per week.

Answering Children's Questions and Dealing with sensitive questions/Safe and effective practice

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

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:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- 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 differentiate depending on children's knowledge & experience. Some children may need additional information or support compared to others.

- 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."
- If the member of staff doesn't have an answer or doesn't know so. There is no shame in not knowing the answer -- they will say but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, they should say so: "That is a brilliant question... But 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" This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parent's may be uncomfortable with, staff may choose to delay answering the question (as above) before catching the parent at the school gates if possible and talk through their response.
- 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.

Equality

The RHE policy reflects and is in line with our equal opportunities policy and the school ensures that the RHE 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, RHE 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.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RHE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex 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.

RHE 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.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Confidentiality, Safeguarding and Child Protection

Although RHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding Policy. If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue.

Monitoring and evaluating RHE involving pupils

RHE is to be monitored through pupil voice and speaking to staff members on a regular basis. The RHE lead will also be responsible for monitoring the breadth of content to ensure that it is in line with new government expectations.

The delivery of RHE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RHE curriculum and will try to balance parental views with our commitment to comprehensive RHE and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent and carer that would like one.
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents wanting to withdraw their children are invited to speak to the class teacher. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If parents do decide to withdraw their child, they should inform the head Teacher who will find other provision for the child to engage in during the lesson.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy should make a request to the school office. Should further information about PSHE education be required, please contact either the class teacher or the PSHE subject leader.