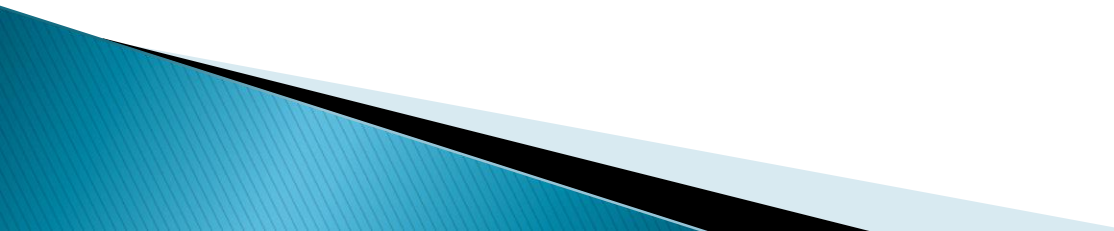


# Relationship and Sex Education(RSE) Information for parents

# Why do we teach RSE?

- ▶ **DfE Guidance:**
- ▶ **Pupils with special educational needs and disabilities (SEND)**
- ▶ Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes,<sup>12</sup> as set out in the SEND code of practice, when teaching these subjects to those with SEND.
- ▶ Schools should be 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 particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
- ▶ In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

# Why do we teach RSE

- ▶ To give pupils the right to know about their bodies
  - ▶ To be safe
  - ▶ To be able to make choices
  - ▶ To understand feelings
  - ▶ To be able to have safe relationships
  - ▶ To be healthy
- 

# What do we teach?

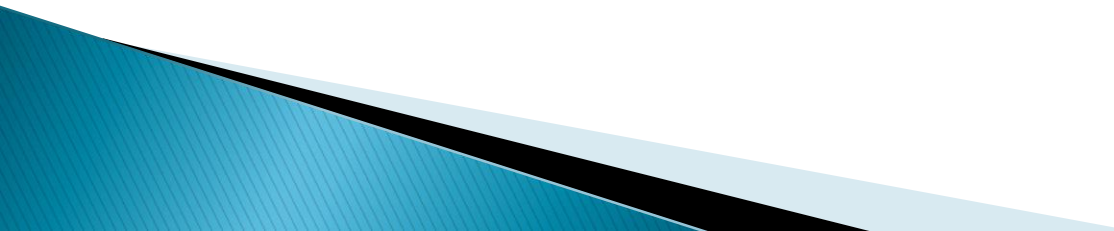
- ▶ Relationships



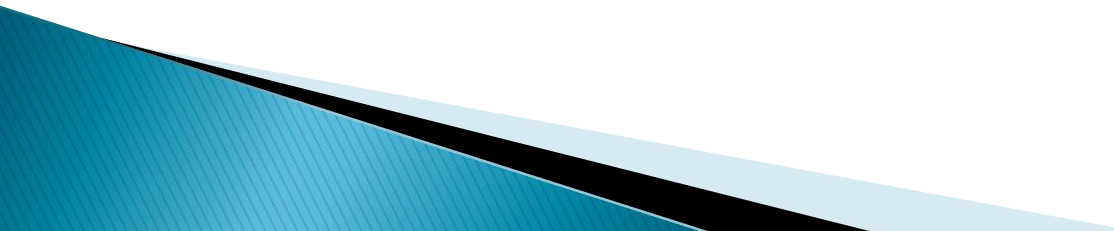
- ▶ Physical health and Mental Well being



# Relationships

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

# Physical health and Mental Well being

- ▶ Mental well being and emotions
  - ▶ Internet safety and harms
  - ▶ Physical health and Fitness
  - ▶ Healthy eating
  - ▶ Drugs, Alcohol and Tobacco
  - ▶ Health and prevention
  - ▶ Basic First Aid
  - ▶ Changing adolescent body including public and private
- 

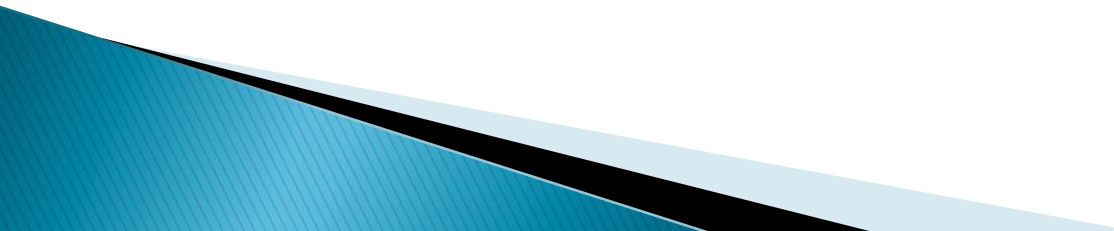
# NSPCC PANTS Rule



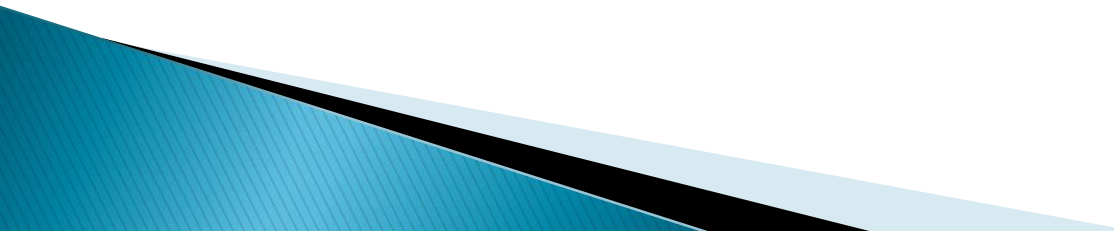
# How do we teach the RSE?

- ▶ RSE is taught through PHSCE lessons
- ▶ For the majority of the time this is taught in class groups

For some topics which include puberty, body changes, sex education:

- ▶ It is taught in Key Stages
  - ▶ It is taught in single sex groups
  - ▶ It is taught in ability groups
- 

# What can you do as a parent/carer?

- ▶ Talk to your child about growing up
  - ▶ Talk to your child about puberty
  - ▶ Talk to your child about their emotions
  - ▶ Talk to your child about how to manage friendships
  - ▶ Talk to them about keeping safe
  - ▶ Use the online resources
  - ▶ Speak to school nurse or class teacher if you need any further help or support.
- 

# Resources:

- ▶ <https://www.bbc.com/bitesize>
- ▶ <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
- ▶ <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-parents-learning-disabilities-english.pdf>
- ▶ <https://www.thinkuknow.co.uk/>
- ▶ <https://s3-eu-west-1.amazonaws.com/leedssexualhealth.com/downloads/Puberty-Sexuality-Pack.pdf>

## Right to be excused from sex education (commonly referred to as the right to withdraw)

- ▶ Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.
- ▶ Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
- ▶ Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- ▶ This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.