



RSHE rights for withdrawal



It is statutory for schools to deliver Relationships Education in primary schools from 2020. Schools are encouraged by the Department of Education to deliver Sex Education.

For more information, refer to the Relationships and Sex Education policy, found on the school website.

The RSHE requirements cover the whole of primary and the requirements are expected to be covered by the end of Primary. We are therefore able to move things around within our curriculum, but it still has to be covered by the end of Year 6 (see following page for statutory requirements).

- The only things that parents can withdraw from is aspects of **sex education** which go beyond the national curriculum for science.
- Jigsaw interpret sex education to mean puberty, contraception, reproduction and birth. All of these themes, with the exception of conception and contraception are included within either statutory Health Education or NC Science.
- The statutory guidance states that sex education should ensure children know how a baby is conceived. Sexual intercourse and IVF as well as some information about condoms is in Y6 Making Babies lesson, and What is HIV? (these lessons can be adapted by omitting the sexual intercourse and condom elements to ensure no non-statutory sex education is taught).
- JIGSAW define menstruation, wet dreams and masturbation (all parts of puberty) as falling within Health Education (under Changing Adolescent Body section) not Sex Education, and therefore is part of 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. **However, if you feel that your pupils are not ready for this information in the year group suggested in JIGSAW, it can be delivered in a later year, when you feel it would best meet your pupils' needs. Discuss with PSHE leader.**
- If a parent wants to withdraw their child from Relationships Education in Reception, they can. Once Relationships Education and Health Education is taught from Year 1, the programme we choose to teach becomes statutory and parents do not have the right to request that their child is withdrawn from the lessons. The programme should however be adapted to meet the needs of the pupils.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Hayfield Cross School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle:

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by parent mail before the Changing me puzzle unit is taught.

If parents would like their child to be withdrawn from these lessons - we are of course happy to discuss the content of the curriculum and invite you to contact the PSHE lead by calling the school on 01536 606093 or emailing bursar@hayfieldcross.org.uk

Requirements by the end of Primary

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adult