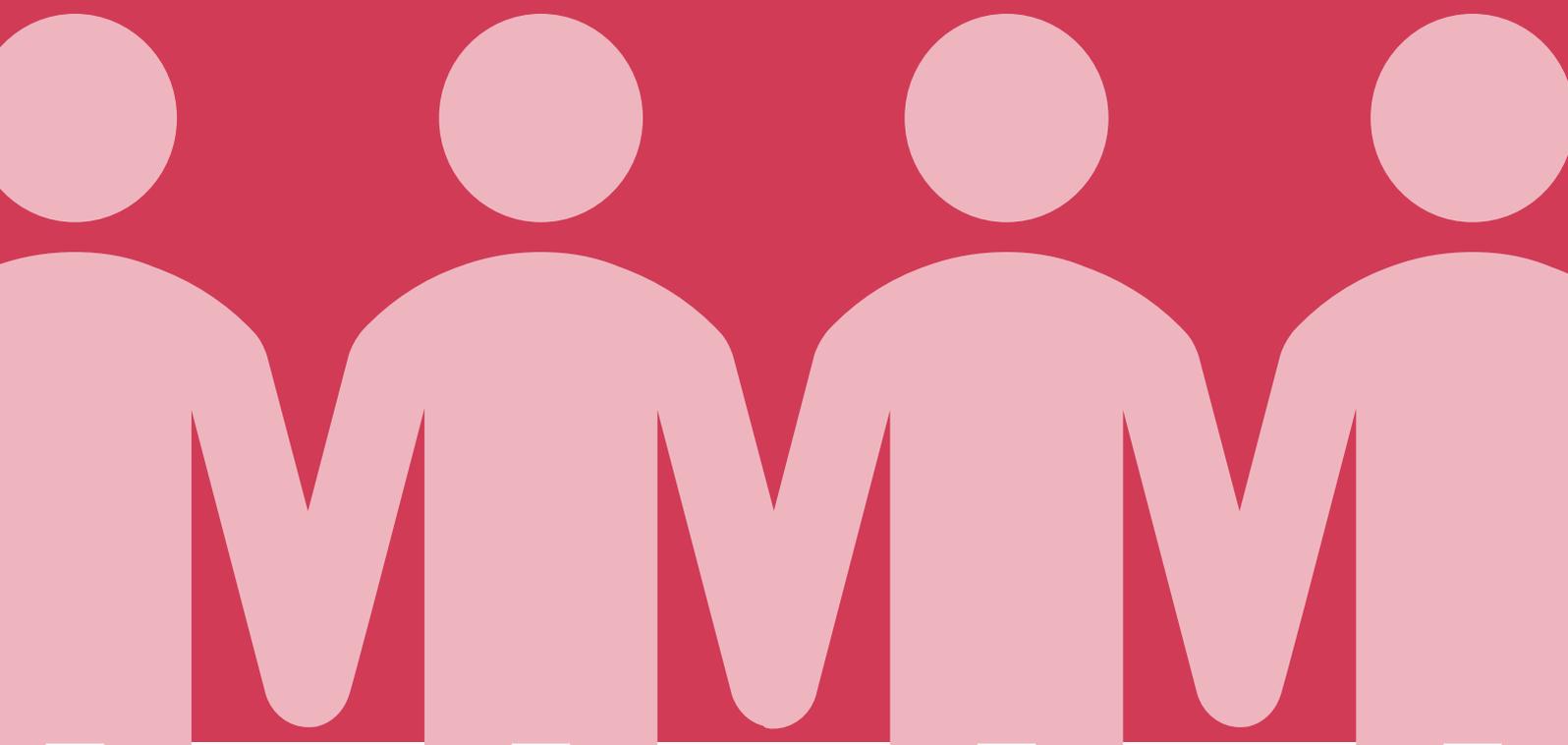




Getting to Grips with the new mandatory Relationships Education Relationships & Sex Education and Health Education

Some key advice for Wandsworth schools

February 2020



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Introduction

All Wandsworth schools have long been providing excellent relationship, emotional and physical health education to children in the borough.

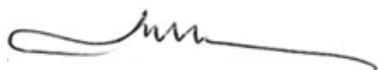
The new 2020 mandatory relationship and sex education curriculum simply puts in law what is already good practice in our schools in Wandsworth. For the first time, from September 2020, relationships education will be compulsory for all primary pupils and relationships and sex education will be compulsory for all secondary pupils.

The focus of the curriculum is about teaching children about good physical and mental health and about respectful and healthy relationships. The introduction of this new curriculum has however been the cause of concern for some parents and members of the community. As Director of Children's Services it is my job, the Council's job, and society's job, to reassure parents about what is being taught and that it is appropriate.

This document has been created to support school leaders to work closely with their parents to ensure they are fully informed and consulted about the curriculum and policies for these subjects so that they are involved in developing how schools deliver relationships education. It gives clear comprehensive information about the important and new elements in the curriculum and signposts the key documentation and advice which had been developed for both schools and parents.

Wandsworth Borough Council will continue to support all our schools in ensuring children receive the best education possible in a safe environment.

I welcome this advice for schools and appreciate all the hard work teachers, leaders, support staff and governors do to support and enable all our children to achieve, be happy and stay safe. Thank you also to all parents, carers, extended family members and local communities and faith groups across our borough for working together with our excellent schools to keep all our children safe.



Ana Popovici
Director of Children's Services

Section 1 - Rationale for new guidance

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way'.

DfE Relationships Education, Relationships and Sex Education and Health Education Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers. Foreword by Secretary of State for Education February 2019 page 4

Schools have long been expected to deliver education that prepares children to take their place in the adult world. This has previously included learning about how their bodies work, how to be healthy and stay safe, both in the real world and the virtual, and how to get on with others in a positive and friendly way. Since the Equality Act of 2010, schools have also been required to follow this legislation in ensuring that the education they provide incorporates and promotes the inclusion of all aspects of society, with reference to specific protected characteristics such as race, religion/belief, age, sex, gender reassignment, marital/partnership status, sexuality and ability. This education should be balanced, value-free and impartial.

As a development to this, the DfE has published new guidance on [Relationships Education, Relationships and Sex Education and Health Education](#) which becomes statutory from September 2020. The DfE guidance is intended to ensure that a minimum curriculum is consistently delivered in all schools. It will be inspected by Ofsted as part of the basic curriculum and the impact of this learning will be part of a school's overall judgement.

Schools are expected to design their own curricula for these topics, which incorporate learning at levels which are age-appropriate and reflective of the full diversity of the community within which the school is located. The engagement of parents and carers is a vital first step when planning the curriculum, in order for them to understand the demands of the legislation and how schools will implement its requirements. Some parents may be concerned about exactly what will be taught and how it will be presented to the children, and it is good practice for schools to explain their curriculum and the learning materials that will be used in class to families well before the topics are studied.

The new subject guidance empowers schools by requiring delivery of a mandatory curriculum and by clarifying the rights of parents and carers. Furthermore it requires the delivery of a curriculum which promotes an understanding of diversity in line with British values and society in Britain today.

Summary table of required elements of Relationships Education, Relationships and Sex Education and Health Education as outlined in the new statutory guidance

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools	All schools providing secondary education, including all-through schools and middle schools	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirements to provide health education do not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools however may find the principles in the guidance on health education helpful in planning an age-appropriate curriculum.

The statutory requirements do not apply to Sixth Form colleges, 16-19 academies, or FE colleges although we would encourage them to support students by offering these subjects. These settings may find these principles helpful especially in supporting pupils in the transition to FE.

DfE Relationships Education, Relationships and Sex Education and Health Education Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers Page 10 section 12

From the advice above, it is made clear that Relationships and Sex Education is the province of secondary education and therefore the request to exercise the right to withdraw from specific aspects of Sex Education should not ordinarily be applicable in primary schools. A clear policy, designating the topics to be covered as either Relationships Education, Health Education or the National Curriculum for Science, is a vital first step in planning whole school provision. Should a primary school wish to designate any of their curriculum as Sex Education, this needs to be clearly defined and it is from these lessons that a parent/carer may exercise the right to withdraw.

The new advice which becomes mandatory in September 2020, states that:

‘Relationships Education is compulsory in all primary schools. Sex education is not compulsory in primary schools’ (section 65, Relationships Education, RSE and Health Education, DfE 2019)

and

‘It will be for primary schools to determine whether they need to cover any additional content on Sex Education to meet the needs of their pupils.’ (section 66, Relationships Education, RSE and Health Education, DfE 2019)

Primary schools are familiar with issues regarding Sex Education, as the new guidance merely confirms current practice. What is new is the specific reference to the requirement to cover the diverse range and nature of family life and relationships, with reference to [The Marriage \(Same Sex Couples\) Act of 2013](#). It is this that has sparked some controversy amongst some communities in Great Britain. This topic falls into the category of Relationships Education and as such the Right to Withdraw does not apply to it. Following guidance given by the school, should a parent / carer insist that this is not the case, head teachers should contact Wandsworth Local Authority for further guidance (please see section 7 of this document for relevant contact details).

Useful links for further guidance and information

DfE Guidance on RSE – June 2019

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

DfE Statutory Guidance Relationships Education (Primary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

DfE Statutory Guidance Relationships Education (Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

DfE Regulations for RSE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-a-regulations-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

Section 2 - Some Policy Advice

Specific advice on developing a policy for Relationships Education and Relationships and Sex Education can be found in the ‘Developing a Policy’ section of the new guidance (page 11-12, sections 13-18). Schools must have a written, discrete policy for both of these areas, which states the intention and outline of the subject as taught at the school. This policy may be self-standing or part of a wider PSHE policy, but it must be specifically identifiable as Relationships Education and RSE. Section 16 of the new guidance gives the following advice as to what should be included in the policy.

Specific guidance as to policies for mandatory and non-mandatory subjects

Policies for <u>mandatory</u> subjects		Policies for <u>non-mandatory</u> subjects
<i>For primary education</i>	<i>For secondary education</i>	<i>For primary schools that may choose to teach sex education</i>
<i>Define Relationships Education</i>	<i>Define Relationships and Sex Education</i>	<i>Define any sex education they choose to teach other than that covered in the science curriculum</i>
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
<i>For primary education</i>	<i>For secondary education</i>	<i>For primary schools that may choose to teach sex education</i>
<i>Include information to clarify why parents do not have a right to withdraw their child.</i>	<i>Include information about a parent’s right to request that their child be excused from sex education within RSE only.</i>	<i>Include information about a parent’s right to request that their child be excused.</i>
Confirm the date by which the policy will be reviewed.		

It should also include sections on –

- Details of the contents / scheme of work, including when each topic is taught, taking appropriate account of the age of pupils
- Who delivers either Relationships Education / RSE for each topic (e.g. class teacher, school nurse etc.)
- How the policy has been produced and how it will be kept under review – and in both cases how the school works with parents and carers, and incorporates staff and pupil voice
- How the delivery of the content will be made accessible to all pupils including those with SEND, taking full account of their age, their starting point and their stage of development
- The right to be excused from Sex Education (commonly referred to as ‘the Right to Withdraw’). It is important to explain that topics covered in the Science, the Relationships Education and Health Education curricula are not subject to the right of withdrawal. If a primary school chooses to teach any sex education other than that covered in the

Science curriculum this should be made explicit, so that parents and carers may request the right to withdraw from these specific elements¹. It should also be noted that in a 'spiral' curriculum, such as is logical under the new guidance, these topics may not necessarily form the content of a whole lesson or activity. Within the curriculum as a whole, pupils must attend all Relationships Education elements.

- Requirements of schools in law regarding these topics (e.g. Equality Act 2010, DfE advice and guidance)
- The requirement for pupils to learn what the law says in regard to the topics being taught (e.g. the legal status of same-sex marriage, the age of consent, the illegality of acts of racist/homophobic comment and violence etc.) [reference paragraph 82 DfE Guidance]
- How often the policy is updated and who approves the policy (e.g. school governors)

The policy should cross-reference to other policies within the school as appropriate, for example:

- Safeguarding / Child Protection policy
- E-safety / acceptable use policy
- Equalities policy
- British values policy
- SEND policy
- Citizenship policy
- Science policy
- Physical health and mental wellbeing policy
- Any other relevant policy within the school

The appendix contains a model policy that schools can use as the basis for devising their own policy.

Useful links for further guidance and information

DfE Guidance on RSE – June 2019 – particularly pages 11-12

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Ealing Local Authority guidance – particularly Section 3

[Ealing RSE Toolkit – a comprehensive guide to planning, resourcing and auditing RSE](https://www.egfl.org.uk/elp-services/health-improvement-schools/hit-toolkits#RSE)
<https://www.egfl.org.uk/elp-services/health-improvement-schools/hit-toolkits#RSE>

PSHE Association Resources Gateway

<https://www.pshe-association.org.uk/search/node/RSE>

and in their member area -

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association>

DfE Recommended Resources for RSE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

¹ See paras 65-68 in [DfE guidance on RSE](#).

Section 3 - Parents and Carers

'We are clear that parents and carers are the prime educators of children on many of these matters. Schools complement and reinforce this role, and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of the pupils and their communities.'

Foreword to Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance 2019 Secretary of State for Education page 4 February 2019

Parents and carers should be given opportunities to understand the purpose and content of the Relationships Education, Relationships and Sex Education and Health Education curricula and to raise any questions or concerns they may have. They should understand that the subject is mandatory and will be carefully planned to be age-appropriate and will prepare children and young people for life within and beyond school. In order to maintain the harmonious collaboration between schools and parents and carers, schools need to be proactive in engaging and informing them so that they understand what is being taught, and that it is being taught in a balanced and impartial way. It is important for children to see that their family, however this is made up, is represented in their learning, so that they understand that families can be different but that they all have the same purpose – to love, care for and support the child.

There are many resources regarding curriculum planning online and these are referenced in the Links section of this document. These include strategies for engaging parents and carers through meetings, workshops and information sessions. It will be up to individual schools to build on their existing practice and incorporate this new guidance into their activities, however it is recommended that any activities organised should:

- Focus on defining what Relationships Education, Relationships & Sex Education and Health Education are and the range of topics they cover
- Outline the statutory guidance in relation to Relationships Education, Relationships & Sex Education and Health Education
- Explain the link between these subjects and safeguarding – namely that the lessons are to help pupils develop positive mental well-being, personal health and safety (both in the real world and online) and feel secure in their own selves and their family in Britain's diverse society.

The DfE has produced guidance for parents on '[Understanding relationships and health education in your child's school](#)'. These are available for primary- and secondary-age pupils and in other languages (Arabic, Somali and Urdu).

Suggested protocol should a parent or carer ask to withdraw their child from specific parts of the curriculum

Note – if the request is verbal and made to the classroom teacher or assistant, the member of staff should request that the parent or carer put their request in writing to the headteacher.

1. Inform the chair of governors and local authority of the request to withdraw. They should both be updated as the matter progresses.
2. Headteacher to invite the parent or carer into school, by phone or letter, for a meeting to discuss their request.
3. The headteacher should lead the meeting, and contemporaneous notes should be taken. These should be written up into a record of the meeting for school files and reference, as they may be required at a later date.
4. During the meeting the following areas could be discussed:
 - what the curriculum actually entails, and whether it is classified as Relationships Education, Relationships & Sex Education or Health Education
 - teaching materials should be available and explained
 - the statutory nature of the content should be explained
 - the right to withdraw should be discussed, and the new guidance applied to judge if the request is in accordance with it
 - other parental feedback to the curriculum could be discussed if appropriate
 - materials regarding faith responses could be used (see the ‘Useful Links’ in Section 8 of this document)
 - the parent or carer could be given the opportunity to go away and consider their request and whether they wish it to go ahead
5. The meeting should be followed up as soon as possible by a letter to the parent / carer thanking them for attending the meeting, summarising the matters discussed and asking for the parent or carer’s response within a reasonable timeframe. It could be included that if no response is received within the timeframe, then it will be assumed that they have decided not to go ahead with their request.
6. Depending on the response, the headteacher should write again to the parent or carer, explaining next steps – either that the pupil will attend all aspects for the lessons or how the withdrawal will be arranged. It would be worth pointing out what specifically the withdrawal refers to and what it does not, for example, it may not need to be for an entire lesson, and during the time of withdrawal, further alternative work will be set for the pupil.
7. Should there be a further issue or complaint after this, contact Wandsworth Local Authority for advice and guidance.

Written communication with parents and carers

It is good practice to inform parents in writing as to what and when pupils will be taught regarding Relationships Education, Relationships and Sex Education and Health Education. These sample letters outline an approach you may like to use in your own school. They are intended as a template only, as you will need to reflect your own specific practice and write a letter which best suits your school community and situation.

Sample letter 1: *Letter to parents and carers to introduce the topics for the year*

Dear Parent/ Carer

Re: Relationships Education (and Relationships & Sex Education if applicable) and Health Education information session for parents and carers

As you will be aware, Relationships Education (and Relationships & Sex Education if applicable) and Health Education form an important part of the Personal, Social, Health and Economic (PSHE) education programme at (name of school). PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

As you will know, today there is a large amount of information about relationships and puberty in the media and on social media that children encounter as they use the internet and watch television, which is not intended for children or put into an appropriate context. This can sometimes make an already confusing time seem even more complicated.

If students are provided with information about their bodies and relationships that is developed specially for them and delivered from a source that can be trusted to be appropriate to their needs at their stage of development, they can make their transition into adulthood with the knowledge to understand what is happening to them, and grow into confident and healthy adults able to make positive choices. School is best placed to provide this information in the right way, and it is now compulsory that schools do this for their pupils.

Relationships Education (and Relationships & Sex Education if applicable) and Health Education are also essential in supporting schools to meet their safeguarding duty of care for all pupils. This year, classroom teachers will be using a wide range of child-friendly, age-appropriate resources to deliver these topics in the most suitable way for our children.

We will be running an information session for parents and carers about this topic on (date) at (time) in (venue).

During this session we will explain the kind of topics covered, how the lessons will be structured and give a chance for parents and carers to view the teaching materials we will be using. As part of the evening we will also discuss how you can best support your child when discussing these topics at home.

(Also consider adding, if this is the case - As a school community we are committed to working in partnership with parents and carers, and recent parental feedback has indicated that the overwhelming majority of parents continue to be impressed by and supportive of the RSE teaching at) our school.)

Yours sincerely,

Headteacher

Pupil name _____ Class _____

I am / am not able to attend the Relationships Education (and Relationships & Sex Education if applicable) and Health Education information session on (date)

Signed _____ Parent / Carer Print name _____

Sample letter 2: *Response to letter requesting withdrawal from any part of the school Relationships Education, (and Relationships and Sex Education if applicable) and/or Health Education curriculum*

Dear Parent / Carer

Thank you for writing to me to express your request to withdraw your son/daughter/ward from lessons relating to the statutory curriculum for Relationships Education, Relationships and Sex Education and Health Education.

In order to discuss your request, please contact (name/role) to arrange to come in and meet with me in person so that we can discuss your concerns in more detail, and I can take you through the topics about which you are concerned, and explain your rights more fully to you.

I look forward to meeting with you on this matter.

Yours sincerely,

Headteacher

Sample letter 3: *Letter expressing regret that parents or carers wish to exercise their right to withdraw from Sex Education as taught by schools and defining what this right to withdraw will refer to in specific lessons.*

Dear Parent or Carer

It is with regret that I write to acknowledge your formal request for (name of student) to be withdrawn from aspects of the Relationships and Sex Education curriculum. The areas of this topic for which you have the right to request this withdrawal are:

(list specific topics)

As we discussed in our meeting, all other aspects of the curriculum are statutory and the right to withdraw does not apply to them.

During lessons when the above topics are taught (name of pupil) will go to (area of school) where they will be supervised. Please note this may be for either a whole or only part of a particular lesson. During this time, they will be set alternative work which they will complete.

Yours sincerely,

Headteacher

Sample letter 4: *Letter explaining that the Right to Withdraw does not apply to the topics requested by the parent / carer*

Dear Parent / Carer

I am writing to follow up our meeting on the (date) at which we discussed your request to exercise the Right to Withdraw your child (name) from some lessons within our PSHE curriculum, namely (insert relevant details here).

As we discussed, these topics are covered under the (Relationships Education / Health Education / National Curriculum for Science) and the Right to Withdraw pupils from these lessons does not apply. Consequently (name) will study these topics along with his/her classmates, in accordance with government guidance on this matter.

Yours sincerely,

Headteacher

Useful links for further guidance and information

DfE Guidance on engaging parents with Relationships Education

<https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy>

Ealing Local Authority guidance – particularly Section 4

[Ealing RSE Toolkit – a comprehensive guide to planning, resourcing and auditing RSE](#)

<https://www.egfl.org.uk/elp-services/health-improvement-schools/hit-toolkits#RSE>

PSHE Association Guide for Supporting Families

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/relationships-education-and-rse-guides-supporting>

Section 4 - OFSTED requirements

Under the new OFSTED Framework 2019, PSHE will form part of the Personal Development section. It is important to note that Relationships Education, Relationships and Sex Education and Health Education are accorded the same status as other curriculum subjects. This means that a school must ensure that the subject is:

'resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligation' DfE Guidance on RSE – June 2019, page 16 paragraph 38

There is no specific 'grade' for Relationships Education, Relationships & Sex Education and Health Education, but the teaching of it and the impact this makes on pupils' learning will be looked at and form part of the judgements on Personal Development and Quality of Education. OFSTED have also indicated that Relationships Education, Relationships & Sex Education and Health Education could be an area for a 'deep dive' investigation during an inspection. This would involve discussions with pupils, teachers and leaders, work scrutiny, and visits to lessons. OFSTED have said they will be looking for evidence that the school is

'developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education'. OFSTED School Inspection Handbook 2019, page 58 paragraph 218

Ofsted may look to see the impact of any teaching in these areas and thought should be given within a school as to how to evidence this, such as, pre- and post-topic pupil skills audit or statistics regarding the reporting of and dealing with, for example, homophobic bullying, and the impact lessons may have made on reducing these.

It is important for schools to consider that the subject is taught by qualified teaching staff trained in the delivery of the curriculum, and that any lessons should be thoroughly planned, prepared, resourced and evaluated. This can be evidenced by schemes of work, examples of student work / responses and teacher marking/comments/evaluations. It should have a designated subject lead who should be a member of the teaching staff and this post should be a 'lead' rather than a 'co-ordinator'.

As with other areas of the curriculum, Relationships Education, Relationships & Sex Education and Health Education will require a statement of curriculum intent, and the learning map should indicate a clear sequencing of the topics studied, revisited at age-appropriate intervals. Budgeting for these subjects should allow for sufficient resourcing and staff training to deliver the curriculum effectively. Furthermore, schools will have already allocated time on the timetable for the delivery of PSHE, but it should be noted that additional time will be required for effective delivery of new elements included in the required Relationships Education, Relationships & Sex Education and Health Education programmes.

Useful links for further guidance and information

Sex Education Forum

<https://www.sexeducationforum.org.uk/news/news/aligning-changes-ofsted-and-rse>

OFSTED School Inspection Handbook 2019 – see particularly pages 58 & 59

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Section 5 - Useful resources for Frequently Asked Questions

There is a wealth of material online written by a variety of organisations and associations. This link leads to an extremely detailed, interactive 'roadmap' for all issues relating to Relationships and Sex Education. It is a most useful portal for information on a wide variety of aspects of this topic, and it has an excellent FAQ section.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

Other useful links for FAQ are:

PSHE Association

<https://www.sexeducationforum.org.uk/resources/frequently-asked-questions>

DfE FAQs

https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?utm_source=2b45920e-083a-44ad-9c3f-16fed9168d3f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Section 6 - Multi-Faith Responses

Following media coverage of parental anxieties, there may be some concerns raised regarding the introduction of the statutory guidance on Relationships Education, Relationships & Sex Education and Health Education in schools following the new legislation. Wandsworth Local Authority has liaised with the Wandsworth Standing Advisory Council on Religious Education (SACRE) and the Wandsworth Multi-Faith group who have discussed the new guidance and have given support to its implementation and delivery in our schools. However, some parents and carers may not fully understand what Relationships Education, Relationships and Sex Education or Health Education cover and may express concerns with reference to their own personal faith backgrounds.

Responses by faith bodies may be useful when dealing with concerns from parents and carers regarding issues to do with religion. Here are some links to resources created and used with the express agreement of designated faith organisation, which you may find useful.

Valuing All God's Children – Church of England

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Ten-Ten - Roman Catholic PSHE Resources Hub

<https://www.tentenresources.co.uk/primary/>

Made in God's Image – Guidance for Roman Catholic Schools regarding homophobia

http://www.catholiceducation.org.uk/images/CES-Project_Homophobic-Bullying-Booklet_JUN18_PROOF-9.pdf

The Wellbeing of LGBT Pupils in Orthodox Jewish Schools

<https://chiefrabbi.org/wp-content/uploads/2018/09/The-Wellbeing-of-LGBT-Pupils-A-Guide-for-Orthodox-Jewish-Schools.pdf>

Please note - Other faith groups are also preparing responses to issues raised by the new statutory guidance.

Section 7 - Wandsworth Local Authority – Key Contacts and Reporting of Requests to Exercise Right to Withdrawal

Wandsworth Local Authority is keen to support schools in their implementation and delivery of Relationships Education, Relationships and Sex Education and Health Education in accordance with statutory guidance.

Should schools receive requests to exercise the right to withdraw students, or experience targeting through pre-prepared letters requesting withdrawal, the Local Authority would like to be informed of these, and support where they can.

This is a list of key contacts in the local authority should there be an issue raised at your school.

Andy Hough

Head of School Participation and Performance

Andrew.Hough@richmondandwandsworth.gov.uk

020 8871 8856

For any queries or concerns regarding safeguarding:

Chantèl Langenhoven

Local Authority Designated Officer (LADO)

Chantel.Langenhoven@richmondandwandsworth.gov.uk

020 8871 7440

Section 8 - Directory of Links to Key Documentation and Advice

DfE Guidance on engaging parents with Relationships Education

<https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy>

DfE Guidance on Relationships Education / Relationships and Sex Education – June 2019

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

DfE Statutory Guidance Relationships Education (Primary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

DfE Statutory Guidance Relationships Education (Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

DfE Regulations for Relationships Education, Relationships & Sex Education and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-a-regulations-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

DfE Recommended Resources for Relationships Education, Relationships & Sex Education and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

DfE FAQs

https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?utm_source=2b45920e-083a-44ad-9c3f-16fed9168d3f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

PSHE Association Resources Gateway

<https://www.pshe-association.org.uk/search/node/RSE>

PSHE Association Guide for Supporting Families

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/relationships-education-and-rse-guides-supporting>

Sex Education Forum

<https://www.sexeducationforum.org.uk/>

Local Government Association – Engaging with schools and communities to support inclusive teaching of Relationships and Sex Education

<https://www.local.gov.uk/engaging-schools-and-communities-support-inclusive-teaching-rse>

Valuing All God's Children – Church of England

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Made in God's Image – Guidance for Roman Catholic Schools regarding homophobia

http://www.catholiceducation.org.uk/images/CES-Project_Homophobic-Bullying-Booklet_JUN18_PROOF-9.pdf

Ten-Ten Roman Catholic PSHE Resources Hub

<https://www.tentenresources.co.uk/primary/>

The Wellbeing of LGBT Pupils in Orthodox Jewish Schools

<https://chiefrabbi.org/wp-content/uploads/2018/09/The-Wellbeing-of-LGBT-Pupils-A-Guide-for-Orthodox-Jewish-Schools.pdf>

JIGSAW PSHE

<https://www.jigsawpshe.com/#welcome-to-jigsaw-pshe>

Christopher Winter project (PSHE)

<https://cwpresources.co.uk/home/>

1Decision

https://www.1decision.co.uk/?gclid=EAlalQobChMI3MDP50qi5QIVSVXTCh1b0AJvEAAYASAAEglqY_D_BwE

UNICEF Rights Respecting

<https://www.unicef.org.uk/rights-respecting-schools/>

Ealing RSE Toolkit – resources for teachers

[Ealing RSE Toolkit – a comprehensive guide to planning, resourcing and auditing RSE](#)

<https://www.egfl.org.uk/elp-services/health-improvement-schools/hit-toolkits#RSE>

Stonewall Resources

<https://www.stonewall.org.uk/resources/different-families-same-love-pack>

BBC short films for use in PSHE

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-the-big-talk/zn8f7nb>

NSPCC – Talk Pants

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

OFSTED

<https://www.sexeducationforum.org.uk/news/news/aligning-changes-ofsted-and-rse>

OFSTED School Inspection Handbook

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Appendix

Sample Relationships Education / Relationships and Sex Education Policy Layout

Key for this document:

Blue text: example wording for a policy document

Black text: guidance notes

Contents

1. Aims
2. Statutory Requirements
3. Policy Development
4. Definitions
5. Curriculum
6. Delivery
7. Roles and Responsibilities
8. Parental Right to Withdraw
9. Training
10. Monitoring

Appendices

- A. Curriculum Map
- B. End of Key Stage statements
- C. Protocol for parents/carers requesting to withdraw their child from any non-statutory Sex Education
- D. Outcomes

1. Aims

This section should clearly set out the aims for RSE at the school and contextualise them in the language of the school's ethos and values. For example:

At '**Example School**' we believe that Relationships and Sex Education forms an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum, and it is linked to the National Curriculum for Science. Through the RSE curriculum we aim to -

- Provide a carefully planned curriculum that covers human development, relationships, sexuality and family life, in line with statutory requirements and in an appropriate way taking into account the pupils' age and stage of development
- Help pupils develop feelings of self-respect, confidence and empathy for others
- Help pupils stay safe in the modern world
- Prepare pupils for puberty, the changes their bodies will experience and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around the issues of sexuality and relationships

- Provide a positive framework within which discussions on these issues can take place

2. Statutory requirements

This section should make it explicit that the RSE curriculum is a statutory one for your school in line with the nature of your school. How you word this section will depend on what kind of school you are - Maintained / Academy / Free School / Primary / Secondary / Special and, if a primary school, whether or not you will teach any Sex Education that falls outside the existing remit of Health Education or the Science Curriculum.

You may like to preface your statement on Statutory Requirements with a general statement outlining the statutory nature of the guidance. For example:

The RE/RSE curriculum is outlined in the DfE Relationships and Sex Education and Health Education statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers July 2019 and it becomes statutory for schools from September 2020. This guidance builds on previous statutory legislation, including the Education Act 1996, the Equalities Act 2010, and the Children and Social Work Act 2017. Schools have long been expected to provide education that prepares children to take their place in the adult world, learning about how their bodies work, how to be healthy and stay safe both in the real world and online, and how to get on with others in a positive and friendly way. Since the equalities Act of 2010 schools have also been required to ensure that the education they provide incorporates and promotes the inclusion of all aspects of society, with reference to specific protected characteristics such as race, religion/belief, age, sex/gender, gender reassignment, marital/partnership status, sexuality and ability, and that this education should be impartial.

Maintained primary schools:

As a maintained primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the new guidance from the DfE July 2019. We are not required to provide sex education other than that as outlined in the Health Education curriculum and National Curriculum for Science.

Primary academies and free schools:

As a primary academy school / free school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are expected to provide all pupils a curriculum that is similar to National Curriculum requirements including requirements to teach science which would include the elements of sex education as contained in the National Curriculum for Science.

After checking your particular funding agreements you may like to include something like:

Under the funding agreement for '**Example School**' we must also have regard to guidance issued by the DfE as outlined in section 403 of the Education Act 1996, and provide RSE to all pupils under the Children and Social Work Act 2017, which includes the Guidance on RSE July 2019.

Maintained Secondary Schools:

As a maintained secondary school we must provide Relationships and Sex Education to all pupils as set out in the Children and Social Work Act 2017 and have regard to the guidance issued by the Secretary of State as outlined in section 403 of the Education Act of 1996, including the DfE Guidance on RSE July 2019.

Secondary academies and free schools:

As a secondary academy / free school we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.

After checking your funding agreement you may like to include something like this -

Under the funding agreement for '**Example School**' we must also have regard to guidance issued by the DfE as outlined in section 403 of the education Act of 1996 including the DfE Guidance on RSE July 2019.

3. Policy Development

In this section you should explain how your policy has been developed, taking into account the guidance from the DfE as to how this should be done. You should refer to the guidance to ensure your school has acted within it and describe the steps taken to develop this policy including staff, parent, pupil and governor consultations, and the formal ratification by governors. Important points to be made explicit in this section include:

- how the policy was created - by a single staff member / a working group pulling together all the relevant information and guidance
- how the policy was consulted on - by school staff being given the opportunity to read and comment on the policy, by sharing with other stakeholders such as pupils, parents and governors
- how and when the policy was formally ratified by governors

4. Definitions

In this section it may be useful to include some definitions / explanations. For example:

- What Relationships Education is (see sections 54 to 62 of the new guidance for useful information)
- What Relationships and Sex Education is (see sections 69 to 81 of the new guidance for helpful information)
- And that teaching Sex Education is not about the promotion of sexual activity but rather age and stage appropriate preparation for adult life. (see section 65-68 of the new guidance for helpful information)

5. Curriculum

In this section you should outline your curriculum. You may wish to do this in broad strokes here, indicating that the curriculum has been developed in consultation with school stakeholders taking into account the age, needs, abilities and feelings of the pupils. For example:

Primary

RE focuses on teaching the building blocks and characteristics of positive relationships such as: -

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

Secondary

RSE focuses on giving young people the information they need to help them develop healthy, appropriate relationships including: -

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health

You may also wish to include further rationale for your curriculum, such as:

The importance of trained staff providing accurate information, and, in the absence of this information, the possibility of pupils seeking less controlled and informed guidance themselves from the internet to answer questions they may have about issues covered in RE / RSE

The protocol you may use in the event of a pupil asking inappropriate questions (such as the use of a 'questions box' with individual follow up and parents/carers being informed)

6. Delivery

In this section you should outline who teaches the RE / RSE curriculum, when and where it is taught and when any external professional such as the school nurse may teach it. For example:

RSE is taught within the PSHE curriculum, with biological aspects covered within the Science curriculum by the class teacher. Pupils also receive sessions focused on puberty and health by the school nurse.

7. Roles and responsibilities

In this section you should outline the rules and responsibilities of school stakeholders - for example:

School governors - for approving the policy for use within the school and holding the headteacher accountable for its implementation within the school.

The Head teacher - for ensuring RE/RSE is taught consistently across the school in line with the policy, and for managing parental requests for withdrawal from any non-statutory/ non science components of Sex Education taught within the school. The headteacher should also ensure that any external professionals engaged to deliver all or parts of the RE/RSE curriculum should fully understand and adhere to the required principle of impartial delivery.

School staff - for delivering the curriculum when instructed in a responsible, sensitive way, for modelling positive attitudes to RE/RSE, for monitoring progress, for responding to the needs of individual pupils. You should state specifically who is responsible for the delivery of the RE/RSE curriculum eg the subject leader, class teacher, school nurse etc.

You may also want to include that staff do not have the right to opt out of teaching RE/RSE, and that should staff have concerns they should discuss them with the headteacher. Staff also have an entitlement to training which prepares them to deliver RE/RSE.

Pupils - being expected to engage fully in the lessons, and when discussing issues related to RE/RSE to treat the subject and others with respect and sensitivity.

Parents / Carers - to support the school in delivering the curriculum and to engage in any consultation process.

8. The Right to Withdraw

This section should set out clearly when parents/carers have and do not have the right to request to withdraw their child from Sex Education that is not covered by either the Health Education curriculum or the Science curriculum. Primary and Secondary policies will differ here.

Primary policies

Under the DfE Guidance 2019 parents/carers do not have the right to withdraw their child from Relationships Education, or any elements of the Health or Science curriculum.

The policy should outline any Sex Education topics not covered by health or science if the school has chosen to teach them or clearly state that the school does not teach any sex education that is not covered by the Health or Science curriculum.

Secondary policies

Parents/carers have the right to withdraw their child from any non-statutory/non science components of Sex Education up to and until three terms before the child becomes 16 years old. After this point the decision to withdraw or not becomes that of the young person.

This section should also outline the procedure for parents/carers to request withdrawal, which should include putting their request in writing to the headteacher, meeting with

them or their representative to discuss the issue and being written to by the headteacher or their representative acknowledging the meeting and matters discussed.

Should a withdrawal be agreed, then the procedure for withdrawal should be outlined for example the pupil being given alternative work and supervision within another class.

9. Training

This section should include details of staff training given, the frequency of updates, and refer to the training of outside professionals used within the curriculum, for example –

Staff are trained in the delivery of RE/RSE as part of their ongoing INSET and the subject is revisited annually as part of ongoing staff training, and external staff such as the school nurse will hold appropriate professional qualifications.

10. Monitoring

This section should detail how the school monitors RE/RSE.

It should include the name of the subject leader, details of ongoing monitoring such as planned work scrutinies/lesson observation/learning walks/assessments etc. and who monitors at what stage for example:

pupil development in RSE is monitored by the class teacher in conjunction with the Subject Leader and headteacher in regular reviews.

It should also include how and when the policy is reviewed, for example -

This policy will be reviewed by the headteacher annually / every two / three years, and at each review the policy will be approved by the governing body.

Appendices

As appendices to the policy you may like to include:

- A. A full curriculum map, year by year of the topics covered in RE/RSE
- B. A copy of the end of stage statements as advised in the DfE Guidance 2019 (see section 5 Curriculum above for reference to where to find these in the new guidance)
- C. Protocol for parents/carers requesting to withdraw their child from any non-statutory Sex Education
- D. End of phase outcomes for primary and secondary pupils from section 62 (primary) and section 81 (secondary)