



Relationships Education and Relationships and Sex Education Policy

Cranleigh Prep School

November 2022

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1 Introduction

- 1.1 This is the relationships education and relationships and sex education (RSE) Policy and procedures of Cranleigh Preparatory School (KS2 and KS3). The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.3 The School recognises an aim of this policy is to help to create a culture of safety, equality and protection.

Cranleigh Prep School's core aims are to achieve the following for each pupil:

- 1.3.1 A strong sense of service
- 1.3.2 An empathetic approach
- 1.3.3 A strong sense of teamwork

Fulfilment of potential through hard work

- 1.4 In order to achieve these aims, the school strives to:
- 1.4.1 develop the pupils' moral and spiritual awareness and to encourage the pupils to support one another
 - 1.4.2 learn about, understand and respect other faiths, cultures and backgrounds
 - 1.4.3 create a culturally diverse environment in which pupils can explore their understanding of themselves and the world
 - 1.4.4 teach pupils empathy – to listen to the views of others; to be kind and forgiving of others' faults and to accept the values of our community
 - 1.4.5

2 Scope and application

- 2.1 This relationships education and relationships and sex education policy applies to the primary and secondary age phases of the School.
- 2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
- 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 *Boarding schools: national minimum standards* (Department for Education (DfE), Sept. 2022);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Education Act 2002;
 - 3.1.5 Children Act 1989;
 - 3.1.6 Equality Act 2010;
 - 3.1.7 Children and Families Act 2014;
 - 3.1.8 Children and Social Work Act 2017;
 - 3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 it is based on statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019);
 - 3.2.2 Keeping children safe in education (**KCSIE 2022**);
 - 3.2.3 Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018);
 - 3.2.4 Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016);
 - 3.2.5 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);
 - 3.2.6 Searching, screening and confiscation: advice for schools (DfE, January 2018);
 - 3.2.7 Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*; and
 - 3.2.8 Relationships, sex and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education.
- 3.3 The following School policies, procedures, documents and resources material are relevant to this policy:
- 3.3.1 Child protection and Safeguarding Policy and procedures
 - 3.3.2 Behaviour and discipline policy
 - 3.3.3 Welfare of pupils' policy

- 3.3.4 Anti-bullying policy
- 3.3.5 Anti-Cyberbullying policy
- 3.3.6 Special education needs Policy
- 3.3.7 Disability policy
- 3.3.8 Equal Opportunities policy
- 3.3.9 Learning for Life policy
- 3.3.10 Acceptable use of IT policy for pupils
- 3.3.11 Science SoW and programme for learning

4 Publication and availability

- 4.1 This policy is published on the School's website
- 4.2 This policy is available free of charge in hard copy on request from efl@cranprep.org.
- 4.3 A copy of this policy is available for inspection from the Deputy Head Pastoral during the School day.
- 4.4 This policy can be made available in large print or another accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 references to the Proprietor are references to the Board of Governors.
 - 5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 6.2 The Proprietor is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:
- 6.4

Task	Allocated to	When / frequency of review
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Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	CPS – Emma Lewis	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	CPS – Emma Lewis	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	CPS – Emma Lewis	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	CPS – Emma Lewis	As required, and at least annually
Formal annual review	Proprietor	Annually

7 Definition of relationships education and relationships and sex education

- 7.1 Relationships Education for primary education and Relationships and Sex Education for secondary education is part of the LfL (PSHE) curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.
- 7.2 Sex Education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.
- 7.3 Sex Education is not compulsory in primary schools. The School science curriculum policy¹ includes reference to the subject coverage in related areas • including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. • In addition, the School delivers sex education

for primary age pupils covering conception during the Summer Term of Year 6, as set out in Appendix 1².

8 Curriculum content

- 8.1 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The School scheme of work for LfL (PSHE) details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.
- 8.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. Please see Appendix 1 for further details.
- 8.3 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.

9 Equality

- 9.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.
- 9.2 The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.
- 9.3 **Students with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.4 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.
- 9.5 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the schools to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.5.1 in the way it provides education for pupils;
 - 9.5.2 in the way it provides pupils access to any benefit, facility or service; or

² The DfE guidance requires primary schools that teach additional sex education to define any sex education they choose to teach other than that covered in the science curriculum.

9.5.3 subjecting them to any other detriment.

9.6 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

10 Curriculum delivery

10.1 RSE will be taught across the curriculum but specifically in LfL (PSHE) and science. Within LfL (PSHE) the following teachers will oversee the delivery of RE and RSE:

Form 1: Mrs Lewis

Form 2: Mrs Seward

Form 3: Mrs Morgan

Form 4: Mrs Lewis and Mr Reid

Form 5: Mrs Awwad and Mrs Lewis

Form 6: Mrs Awwad and Mrs Lewis

11 10.1 Curriculum coverage

11.1 The Scheme of work for RE and RSE is embedded within the LfL (PSHE) curriculum at CPS which maps out a grid of lessons/ units for each year group, that progresses and returns to themes as children move through the school

11.2 KS2 (Forms 1-4) - Health Education includes personal safety, hygiene, physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth and child development and parenting.

11.3 KS 2 (Forms 1-4) – Relationship Education includes families and people who care for me, caring friendships, respectful relationships, online relationships and being safe

11.4 KS3 (Forms 5 and 6) – Health Education includes Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco (including vaping), health and prevention, basic first aid and changing adolescent body

11.5 KS3 (Forms 5 and 6) – Relationship and Sex Education includes families, respectful relationships including friendships, online media, being safe and intimate and sexual relationships including sexual health.

12 10.2 Resources

12.1 RE and RSE resources are chosen and checked for:

12.1.1 Being inclusive – acknowledging the full spectrum of diversity in society

12.1.2 Positive, healthy and unbiased messages

12.1.3 Age and understanding appropriateness

13 **10.3 Pupils Questions**

- 13.1 Teachers will reply to, and answer questions, sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths, views and avoid negative impressions.
- 13.2 CPS staff will:
 - 13.2.1 Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account Safeguarding Policy.
 - 13.2.2 Encourage learners to ask their parents/carers any question outside the planned programme.
 - 13.2.3 Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
 - 13.2.4 Have designated adults that learners know of to go to if they wish to talk.
- 13.3 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.
- 13.4 Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.
- 13.5 Pupils will also have the opportunity to raise questions anonymously via the 'I want to know more' box which is situated in the LfL (PSHE) classroom (M1).

14 **10.4 What kind of language will be considered acceptable and appropriate for use in RSE lessons?**

- 14.1 Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.
- 14.2 Staff will:
 - 14.2.1 Use the correct terms for all body parts
 - 14.2.2 Use clear, unequivocal language in an objective manner
 - 14.2.3 Discuss what 'slang' words mean and say that some can be seen as offensive.
 - 14.2.4 Staff will use their judgement in discussion depending on understanding and maturity level of learners.

15 **Parents' and carers' participation**

- 15.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:

- 15.1.1 teaching their children about relationships and sex;
 - 15.1.2 maintaining the culture and ethos of the family;
 - 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
 - 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 15.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes. See Appendix 2.
- 15.3 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. Appendix 1.
- 15.4 Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 15.5 Following a request to withdraw in relation to a secondary age child, the Head or Deputy Head Pastoral, will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to 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. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.
- 15.6 Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum.
- 15.7 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- 15.8 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.
- 16 Confidentiality/ safeguarding**
- 16.1 The School will follow *Keeping children safe in education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled.
- 16.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute

confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.

16.3 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.

16.4 Where the School invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

17 **Consultation**

17.1 This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers and pupils.

18 **Training**

18.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

18.2 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role.

18.3 The School maintains written records of all staff training.

19 **Record keeping**

19.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

19.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the school Safeguarding Policy.

19.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices (Parent Privacy Notice) on its website which explain how the School will use personal data. www.cranprep.org/policies/

20 **Monitoring, evaluation and review**

20.1 The Head of LfL with responsibility for PSHE and Head of science, will ensure that:

20.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

20.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;

20.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

20.1.4 any review of the programme includes an opportunity for the views of parents to be considered;

20.1.5 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

21 **Complaints Procedure**

21.1 Any complaints about the Relationship and Relationship and Sex programme should be made through the school's complaints procedure and in the first instance be directed to the Deputy Head Pastoral (DSL).

22 **Version control**

Date of adoption of this policy	09/2020
Date of last review of this policy	11/2022 (NRB)
Date for next review of this policy	09/2023
Policy owner (SMT)	Emma Lewis (Deputy Head Pastoral DSL)
Policy owner (Proprietor)	Chair of Governors

Appendix 1 Relationship Education and] Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas.

Year group	Science	PSHE
Form 1 (yr.3)	That the life processes common to humans and other animals include nutrition, movement, growth and reproduction	<ul style="list-style-type: none"> • Caring friendships – Body Language • Touch appropriate/ inappropriate • Online relationships • Friendships online • Being Safe • Puberty – Changes • Consent
Form 2 (yr.4)		<ul style="list-style-type: none"> • Relationships- Appropriate touch • Family relationships – • Families and people • Who cares for me? • Being safe– Online bullying • Consent
Form 3 (yr.5)	<ul style="list-style-type: none"> • To describe the differences in life cycles between a mammal, an amphibian, an insect and a bird • To describe the life process of reproduction in some plants and animals. • About sexual and asexual reproduction in plants compared with sexual reproduction in animals and understand that fertilisation is the fusing of male and female sex cells in sexual reproduction • About the main stages of the human life cycle • How to compare different types of mammals, looking at the gestation periods of, for example, a mouse and an elephant; about changes in the length and mass of a baby as it grows; features of life cycles which are common to all animals • About the physical and emotional 	<ul style="list-style-type: none"> • Online relationships– Sharing Images • Caring Friendships • Menstruation – Girls specific • Puberty changes – Boy specific • Puberty –Changes • Consent

	<p>changes which take place during adolescence</p> <ul style="list-style-type: none"> About the principal changes which occur at adolescence 	
Form 4 (yr.6)		<ul style="list-style-type: none"> It happens: Relationships/ consent and puberty Online Relationships- Dangers of meeting people only spoken to online. Conception Puberty Caring and respectful relationships Emotions: Worry Consent – It Happens
Form 5 (yr.7)	<p>Reproduction in animals</p> <p>Life processes: reproduction is a process in all living organisms; the main stages of the human life cycle</p> <p>Reproduction: in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems;</p> <ul style="list-style-type: none"> The menstrual cycle (without details of hormones), Gametes - the relative sizes and numbers of eggs and sperm and their roles Fertilisation the terms gamete and zygote and that fertilisation in humans occurs when the head of a sperm (a male cell) enters the ovum (a female cell) and the nuclei fuse together, bringing together through the genes some of the characteristics of both parents About the structure and functions of the human reproductive system and how sperm and egg are brought together; Gestation: gestation and birth, to 	<ul style="list-style-type: none"> Families Relationships Stereotypes Online behaviours The impact of legal and illegal drugs can lead to risky behaviours Puberty – Emotional and physical Online media Sexting Consent

	<p>include the effect of maternal lifestyle on the foetus</p> <ul style="list-style-type: none"> • That the foetus is protected and nourished in the uterus and how its waste materials are eliminated; that molecules such as alcohol and nicotine can pass across the placenta and affect foetal development • Adolescence: the physical and emotional changes which take place during adolescence 	
Form 6 (yr.8)		<ul style="list-style-type: none"> • Respect and tolerance • Stereotypes • Online relationships • Online risks • Positive relationships • Positive relationships • Consent – The Law • Contraception – The Contraceptive Pill and Condom • STI’s – Aids and HIV • Sexual rights and responsibilities

Appendix 2 Parents' consultation

General principles

Teaching about relationships is nothing new for schools – in this School relationships education is already covered through PSHE education, an established curriculum subject.

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the School.

Assessment

1. CPS has the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
2. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.
3. Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. Tests, written assignments, surveys, and self- assessments will be used to capture progress. Where the subject-content overlaps that of other syllabuses, learning will be additionally assessed through the use of evaluation essays and other understanding-based questions.

Example timetable for consultation process

Action	Timeframe guidelines to complete draft policy, parent consultation and final policy
Draft RSE School policy (Staff and pupils may be consulted before this draft is produced)	June 2020
Whole School communication publicising parent consultation on RSE, including what consultation will constitute.	Virtual involvement July 2020
Parent Forum to present draft School policy key points; including curriculum map for year group coverage and parents right to withdraw and seek input on the issues.	July 2020. Draft policy to be shared with Google Survey to feedback
Invitation to parents to make written / oral comments and pose questions	Use of Google Survey July 2020
Consideration of parental comments and questions by EFL and NRB	End of July 2020
Communication to parents of comments / concerns and questions raised and responses of how these could be addressed	August 2020

<p>Consideration of school-parent working parties on specific areas of concern</p> <p>Consideration of a 'Parent Champion' member of staff</p> <p>Consideration of specific parent focus groups e.g. how to manage conversations with your children about RSE. Development of Parent Workshops to support parents if highlighted as a concern via survey feedback</p>	<p>As above to be highlighted as part of the School response</p>
<p>Reconsideration of draft policy and curriculum provision in light of parent comments, with particular reference to changes that have been made as a result of consultation.</p>	<p>Before September 2020</p>
<p>Presentation to parents of Relationships Education and Relationships and Sex Education Policy, the teaching units to be delivered and when, along with example resources e.g. lesson plans / books</p> <p>Explanation to parents of the right to withdraw, in what circumstances and how</p> <p>(Staff training to take place after the policy and scheme of work / curriculum map has finally be decided)</p>	<p>Online presentation July 2020</p>
<p>Parents to be informed in writing of the teaching units proposed to be covered for their child's year group and an explanation to be given to their right to withdraw from relevant areas of the curriculum in sufficient time ahead of curriculum delivery</p>	<p>Last completed for Forms 3, 4 and 6 in Summer term 2022. Topics covered Conception, Puberty and RSE (Form 6)</p>
<p>Communication to parents of the end of the process of consultation and publication of final version of the RSE policy on the school website</p>	<p>July 2020</p>
<p>New RSE curriculum delivered</p>	<p>Early Adopter School September 2019</p> <p>September 2020</p>
<p>Plan to review policy with parents through a parent forum.</p>	<p>November 2022</p>