



ST JAMES

Senior Boys' School

Relationships and Sex Education Policy

2025-26

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Aims of the Policy

The principal aims of the Relationships & Sex Education Policy are to:

- Fully inform the whole school community, especially the parental body, of the approach adopted at St James Senior Boys to relationships and sex education.
- Outline the key details regarding the resources and delivery of RSE at St James; to ensure that prospective and existing students and their parents, are aware of how RSE is covered across the curriculum, and within each year group.
- To provide RSE in line with the relevant legislative and regulatory framework, **including** with respect to the protected characteristics under the Equality Act 2010 of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. The relevant legislation and guidance are linked below.
- The policy is designed to have a positive impact on students' health and wellbeing, in all aspects of their lives.

The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School

Guiding Principles for RSE in St James Schools

1. Creation is an expression of unity; unity manifests itself as diversity.
2. All human beings are of the same essence; their similarities and diversities are to be respected and valued.
3. Love is intrinsic to our human nature and is the basis of all positive relationships.
4. Self-awareness, self-worth, and self-respect are fundamental to good relationships.
5. Relationships flourish when there is mutual trust, honesty, respect, open communication and commitment.

RSE at St James

This RSE policy has been prepared to meet the School's responsibilities under:

1. Education (Independent School Standards) Regulations 2014
2. Education and Skills Act 2008
3. Education Act 2002
4. Equality Act 2010
5. Children and Families Act 2014
6. Children and Social Work Act 2017
7. Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

It has been designed to reflect and implement the most recent Department for Education statutory [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#) (- first published in 25 June 2019 and last updated 13 September 2021) and also has regard to the following guidance and advice:

1. [Keeping children safe in education](#) (DfE, September 2022) (**KCSIE**)
2. [Working together to safeguard children: statutory guidance on inter-agency working to](#)

3. [safeguard and promote the welfare of children](#) (DfE, July 2018, updated July 2022)
3. [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DfE, December 2020)
4. [Behaviour in schools: advice for headteachers and staff 2022](#) (DfE, September 2022)
5. [Respectful school communities: self-review and signposting tool](#) (DfE)
6. [Tom Bennett independent review of behaviour in schools](#) (March 2017)
7. [Relationships education, relationships and sex education and health education FAQs](#) (DfE, July 2020), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*
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
9. [Plan your relationships sex and health curriculum](#) (DfE, February 2022)
10. [Teaching about relationships, sex-and health](#) (DfE, March 2021)
11. [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021)
12. [Political impartiality in schools](#) (DfE, February 2022)

Definition of relationships and sex education

Relationships and sex education for secondary education is part of the 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 safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs, needs and vulnerabilities of pupils with the aim of providing pupils with the knowledge they need.

Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.

Aims & Rationale of the RSE Curriculum

The primary aim is to provide our students with the information needed to recognise, form and maintain healthy relationships during their education, and throughout their life.

RSE provides an educational outline designed to enable our students to become good friends, work colleagues, and partners in all relationships.

It provides a scientific education on human biology and reproduction, including contraception and intimate relationships.

RSE does not aim to encourage sexual experimentation, but to ensure that all students are provided with the necessary information to make informed choices as they approach maturity.

We understand that some parents may view certain aspects of the RSE teaching regarding sexual relationships as potential sources of controversy or ideologically divergent from personal or religious beliefs. At St James we acknowledge these individual differences and aim to ensure that RSE is taught in an objective and factual manner, and in settings where personal opinions of the pupils can be aired without fear of prejudice or censure.

At St James, we feel that our guiding philosophy of Unity and Oneness - underpinned by the twin pillars of responsibility and respect for each individual - allow us to approach RSE as we do all subjects across the curriculum, effectively, thoughtfully, and with respect for all stakeholders.

Right to Withdrawal

The DfE's statutory Relationships, Education, Relationships and Sex Education and Health Education guidance (last updated 13 September 2021) covers the rights of parents and carers to withdraw pupils from Sex Education lessons:

- Parents have the right to request that their child be withdrawn from some or all aspects of Sex Education delivered as part of RSE, other than those which are part of the science curriculum which cover the biological aspects of human growth and reproduction, up to and until three terms before the age of 16. **However, parents must make a formal written request to the Headmaster if they wish to withdraw their child from any part of the RSE programme.** In this instance, the Headmaster's PA will arrange a meeting between the parents and Headmaster 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, the guidance states that '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.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.' 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.

Our Approach: Content, Delivery & Communication

Our RSE is designed to complement the physical, mental, emotional and spiritual development of our students. As such, we have sought to ensure that all RSE material is taught with respect to the age and maturity levels of our students. Where appropriate or necessary, materials may be adapted by teaching staff to better suit the needs of pupils with SEND.

For a complete list of all RSE topics and content covered before a pupil completes their education at St James, please see **Appendix 1**. A brief overview and timeline of when these topics are covered at St James is outlined below.

PSHE at St James is taught as a bespoke timetabled lesson to all pupils in Years 7 to 13. In year 9 to 11 this takes the form of a 55-minute weekly lesson and for Years 7-8 & 12-13 this takes the form of a 55-minute fortnightly lesson. Currently, in years 7 to 13, all lessons are taught by the Head of PSHE and RSE.

<u>Year Group</u>	<u>Communication & Delivery</u>	<u>Content</u>
<u>Year 7</u>	<p>At induction, our approach to RSE and PSHE is shared and discussed with new students and their parents. By establishing an open forum for communication at the outset of a St James education, we seek to include parents in this process. Further support is offered, upon request, by form tutors, HoY and the pastoral team to empower parents and their sons in having these discussions outside of school.</p> <p>The content is delivered through one timetabled PSHE lesson a fortnight in student tutor groups</p>	<p>The Personal Mastery Programme. This includes establishing an understanding of the code of conduct, the meaning of autonomy and accountability, and ties in to the PSHE areas of anti-bullying and healthy lifestyles.</p> <p>Students will begin with study of self and understanding their part within the school community and how they can embody the school ethos. In spring, they will focus on how to form positive friendships, being a great friend and understanding the power their words have. In summer, students will begin their sexual education with a focus on puberty and changes in adolescence and an introduction to consent and healthy relationships.</p>
<u>Year 8</u>	<p>Some sex education is delivered in Biology lessons; communication to parents via email/letter will inform when this is to be taught. The content is delivered through one timetabled PSHE lesson a fortnight in student tutor groups. In Biology, in the summer term, adolescence, reproductive systems, fertilisation, pregnancy and the menstrual cycle are covered.</p>	<p>Students will learn about online safety in spring, looking at how and why someone might want to make contact with you online and how to be vigilant. We will also look at body image and how online use affects this.</p> <p>In summer, students begin to explore challenges around sexual orientation and gender identity, healthy relationships and consent. Students will also learn about contraceptives, parenting and menstrual wellbeing.</p>

<u>Year 9</u>	<p>The content is delivered through one timetabled PSHE lesson a week in student English sets.</p> <p>During Headmaster's Philosophy lessons, the spiritual, emotional and mental impacts of sexual activity on the partners are considered. The concept of marriage is fully discussed, both traditional and non-traditional forms.</p>	<p>In summer, students will learn about romantic relationships, the expectations surrounding those and how porn can inform those expectations. They will also look at consent and capacity to give consent as well as STIs and contraception. 'Sexting' is also covered in Philosophy lessons, where it is discussed alongside pornography.</p>
<u>Year 10</u>	<p>The content is delivered through one timetabled PSHE lesson a week in student English sets.</p> <p>These are developed on a trip to Florence/Lucca, where the concepts of family and ancestors are considered, which are then cemented by HoY-led workshops. External speakers, such as Bob Tait, will support learning about substance use and sexual education.</p>	<p>In spring, students will learn about how to assess the risks around substance and alcohol use, how to manage external and internal influences surrounding these and how to seek help.</p> <p>In summer, students will learn how to evaluate healthy and unhealthy behaviours in relationships and where to access support. They will learn about consent, contraception, pregnancy, STIs, and pornography.</p>
<u>Year 11</u>	<p>The content is delivered through one timetabled PSHE lesson a week in student English sets.</p> <p>Key topics in form times and assemblies are focused on long-term thinking and planning, including a focus on 6th form and University.</p>	<p>In summer, students will learn about the pressures surrounding sex and how to manage these, sexual health and contraception and sexual activity online and its dangers. Students will also look at relationships both healthy and unhealthy as well as the types of relationships you can have in the law. Finally, we will focus on expectations of sex and relationships and how to have positive experiences.</p>

<p>6th Form</p>	<p>Key topics from PSHE and RSE are covered in fortnightly timetabled lessons, lead by the Head of PSHE and RSE.</p> <p>More of an emphasis on planning for the future, team-building and cooperation skills, and the concept of legacy, culminating in the Headmasters Dinner. These PSHE topics are supported by the VESPA model approach in assembly, which allow the students to develop their self-image and mind-set in preparation for life at University.</p> <p>The leadership, prefect, buddying and academic mentoring system allow 6th formers to develop their skills within these areas, and share their experiences and insights with younger members of the school community.</p>	<p>RSE key focus areas from Year 11 are revisited in the 6th form, such as safe behaviour and safe sexual behaviour, with a focus on the topics of contraception and consent and STI testing. Year 13 sessions focus on behaviours in relationships, spotting our own patterns or patterns in others' behaviour that are unhealthy.</p> <p>There is also a focus on preparation for university like applications and employment. These are presented in order to prepare students for life beyond school, including establishing effective relationships at university or in employment, managing personal finances, and planning for the future.</p>
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Assessment and pupil progress

Pupil progress is tracked with formative and summative assessments. Formative assessments may take the form of, baselinetasks being revisited throughout the lesson, reflective plenaries, questioning and class debate. Summative assessments occur every half term and are graded with a RAG system. Support is put in to place for any of those graded R such as one to one sessions with form tutor or head of year and individuals are signposted to resources where they can find support with any misunderstandings raised. The outcome of summative assessments will also help to form and further refine the curriculum and lesson plans for those cohorts. Progress tracking sheets will also be available to pupils on that half term's OneNote.

Counselling

The school employs the services of a professional counsellor and opportunities are provided for any pupil to raise sensitive and delicate issues relating to sexual behaviour or relationships. Pupils are either referred by the Form Teacher to the DSL or approach the DSL directly. The pupil can also self-refer via a 'drop-in' session with the counsellor if they wish to keep the matter more confidential.

Non-Judgemental

In line with the fundamental British Values, pupils are encouraged not to judge or criticise individuals expressing different viewpoints from their own. These may include, but are not limited to, areas covered within the RSE and PSHE curriculum, such as sexuality, reproduction, and marriage where differences of opinion on religious, matters of personal beliefs may arise. The basis of all healthy relationships is the ability to see beyond differences to the essence of yourself in the other person. This is also in line with the Philosophy of Unity or Oneness.

At St James, the pastoral team works closely with the Head of PSHE, form tutors, academic and non-academic staff to ensure that RSE content is provided in safe, respectful and non-judgemental environments.

Equality

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 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.

The School will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia, transphobia 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. The School is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.

The School will consider ways to foster healthy and respectful peer-to-peer and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

As part of this whole school approach, the School (including through the Head of PSHE & RSE and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships and sex education programme and / or School culture.

Students with special educational needs and disabilities (SEND): relationships and sex education will be accessible for all pupils, including those with SEND and other vulnerabilities, and to ensure 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.

Lesbian, Gay, Bisexual and Transgender (LGBT): The School is aware that children who are or perceived to be LGBT can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory and sex education curriculum and the School will ensure that its teaching is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. School staff will also endeavour to provide a safe space for LGBT children to speak out or share their concerns.

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 school to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including

- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; or
- subjecting them to any other detriment.

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.

Safeguarding, reports of abuse and confidentiality

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 and respectful relationships. Appropriate 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. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the School, for example in particular cohorts.

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.

In addition, but not alternatively to following the School's safeguarding policy, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the School's behaviour and discipline policy and / or the School's anti-bullying policy as appropriate.

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.

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

Training

The School will carefully consider the suitability of staff teaching relationships education and relationships and sex education and will ensure they are committed to the priority the School affords to the subject and to professional development in the subject. The School will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.

The School will ensure appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.

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.

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. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.

The School maintains written records of all staff training.

Parental and carers' Involvement

The School will consult with parents and carers in the development and review of this policy and on the content of the relationship and sex education programmes, including a sample of resources to be used. See Appendix 2.

The School will communicate to parents what will be taught and when in delivering relationships and sex education.

It will also keep in regular contact with parents and carers reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.

It will also keep in regular contact with parents and carers reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.

We welcome communication from parents regarding the content of the St James RSE policy. It is important that all stakeholders of St James Senior Boys' School, feel able to air their views as to the provision of RSE, and feel that the PSHE and RSE curriculum is available for review prior to their son's participation in lessons.

The parental body are invited to hear about aspects of this policy via a Parent Engagement Meeting.

Parents are welcome to raise their opinions with the pastoral team and Head of PSHE, which may include the establishment of parent/teacher working groups to review aspects of the RSE provision, or introduce new content influenced by arising concerns, or current affairs.

Appendix 1 - RSE Content at St James

By the end of their secondary education at St James, pupils will have covered the following:

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including its legal status. For example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships other than marriage.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy. Pupils should be able to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) and how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships, Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict,
- reconciliation and ending relationships, this includes different (non- sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage .
- 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 people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to share personal material which is sent to them and not to provide material to others that they would not want shared further.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- how information and data is generated, collected, shared and used online.

Being safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.

Puberty

Pupils should know:

- The physical and emotional changes that occur during puberty and how to manage them.
- Where to look for guidance and support about puberty and how young people can support each other during puberty.
- What the similarities and differences in the physical and emotional changes that occur in males and females are.
- What challenges young people face when changing during puberty. Such as challenges around attraction or arousal, and a faster or slower development time than their peers.
- The impact on young people being more aware of their bodies and what other people think during puberty.
- The challenges associated with puberty that would differ depending on someone's sexual orientation or gender identity.

Intimate and sexual relationships, including sexual health Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one

intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
 - the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
 - that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
 - that they have a choice to delay sex or to enjoy intimacy without sex.
 - the facts about the full range of contraceptive choices, their effectiveness and the options available.
 - the facts around pregnancy, including miscarriage.
 - that there are choices in relation to pregnancy, with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
 - how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
 - about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
 - how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent of all topics included within this policy, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs

- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Appendix 1 - RSE Content at St James

Pupil consultation and review process

General principles

We will consult with parents when developing and reviewing our policies for 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 and pupils.

Action	Timeframe guidelines to complete draft policy, parent consultation and final policy
Whole School communication publicising parent consultation on RSE, including what consultation will constitute.	As early as practicable
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.	
Throughout the process SLT / Head communicates through parent newsletter to outline open door policy. Individual meetings to discuss specific concerns regarding RSE are offered.	
Invitation to parents to make written / oral comments and pose questions at meeting	Summer half term 1
Consideration of parental comments and questions by Victoria Howard-Andrews and James Johnson	
Communication to parents of comments / concerns and questions raised and responses of how these could be addressed	Before end of summer term

<p>Consideration of school-parent working parties on specific areas of concern</p> <p>Consideration of specific parent focus groups e.g. how to manage conversations with your children about RSE</p>	As above to be highlighted as part of the School response
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.	Complete by the end of the summer term
<p>Invitation to parents to view the 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>	Start of academic year
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	Start of academic year
Communication to parents of the end of the process of consultation and publication of final version of the RSE policy on the school website	End of summer term
Plan to review policy with parents	Annual review of policy following the above steps.