

St. Bernard's Human Relationships and Sex Education Policy

1. School Information

St. Bernard's Catholic Primary School



Head teacher: Mia Barlow

Chair of Governors: Angela Harding

Date of ratification: Sept 2021

Date of review: Sept 2023

2. Vision and Mission

Together as a family community we aim to shine and achieve. As a community we aim to
Love and value every individual
Seek to help everyone to be the best that they can be.
Keep God at the centre of all that we do.

Central to our aims is our school motto:
"You are precious in my eyes"

Within our Catholic school, each and every person is seen as made in God's image and loved by him. Jesus taught us to

- Love God
- Love each other

In line with this we aim to

- ✓ Provide a caring, stimulating and secure environment in which our pupils can learn and grow.
- ✓ Establish a community where every member is respected and valued.
- ✓ Enable children to achieve their full potential in all areas of development.
- ✓ To teach and practice a moral code based upon gospel values that will prepare the children for life in today's society.
- ✓ Ensure that every child knows that they are loved by God and the school community.
- ✓ Foster the further development of home/school/parish links.
- ✓ Create a school environment where everyone is listened to and recognised as a unique individual who has a contribution to make to our school community.

Be an inclusive and welcoming school that welcomes all pupils including those who are socially, academically, physically or emotionally disadvantaged.

3. Procedures

The following groups have been consulted as part of producing this policy:

- Staff
- governing body
- Parents
- Parish
- Diocesan Education Service
- Wider community – school nurse team

All groups were provided with our initial draft policy and invited to make comments

In consultation with the Governing Body, the policy was originally implemented in 2017, to be reviewed every three years, by the Governing Body and school staff. The first review date September 2020 was postponed till Sept 2021. This reviewed and amended policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus will contain a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. The Education Service will be sent a copy of the school's HRSE policy and it is the duty of the Governing Body to ensure that this is up to date.

4.Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole. For example,

The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic schools responsibility than teaching about mathematics or English. At St. Bernard's Catholic Primary School we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Department for Education in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states 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 well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." P.8

The Diocese recognises the value of these curriculum aims. However, Catholic schools also have regard for the spiritual welfare of the students and recognise that to know and love God brings lasting happiness.

5a. Statutory framework

The statutory framework replaces Statutory Guidance: 'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every three years

The statutory guidance is available from the DfE (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). It should be read in conjunction with this Diocesan guidance and the following documents.

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Purpose of the Statutory Guidance

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the HRSE provision.

The table summarises statutory obligations.

Relationships Education	Relationships and Sex Education	Health Education
<p>All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).</p>	<p>All schools providing secondary education, including all-through schools and middle schools (see Summary section of statutory guidance).</p>	<p>All maintained schools including schools with a sixth form, academies, free schools, non- maintained special schools and alternative provision, including pupil referral units.</p> <p>The statutory requirement to provide Health Education does 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.</p> <p>Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum</p>

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

5b. Requirements of the Diocese of Lancaster

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspection requirements

1. Our School HRSE policy will be reviewed by stake holders every 3 years.
- 2 .The policy will be available to parents and inspectors through our school website.
- 3 The policy was developed in consultation with parents and the wider community. Reviews will also include parents and stakeholders.
- 4 Children in Year 5/6 will learn about puberty and body changes. These sessions will be delivered by the headteacher and Year 6 teacher. "This is my body scheme" will be used in Year 6 to teach aspects of RSE including relationships, conception and the growth of a baby in the womb.
- 5 Relationships Education, Relationships and Sex Education(RSE) and Health Education will be taught through the RE curriculum, PSHE curriculum, specific RSE sessions and also through cross curricular learning

6. Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At St. Bernard's School we live out the Gospel values shared in the Beatitudes, throughout the life of school by:

- *Keeping Christ at the centre of all that we do.*
- *Ensuring forgiveness is deeply rooted in all our behaviour systems*
- *Staff modelling Gospel values and virtues through their interactions with children, staff, parents and other adults.*
- *Promoting Gospel Values through weekly Gospel Value Badge awards.*
- *Wearing our St. Bernard's Badge with pride and remembering that wearing it means that we need to behave in certain ways – following in the footsteps of Jesus.*
- Children are encouraged to say thank you to God, happy and cheerful to care about other people and know how Jesus cared for others and think about their behaviour
- Children are encouraged to evaluate their behaviour and give reasons for the choices they have made?
- As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God.

In addition to the points made above, they are given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth?

By the end of Year 6, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

7. The Aim and Objectives of HRSE.

The aim of HRSE is part of our aim to educate the complete human person. This is expressed in *Fit for mission? Schools* (2009).

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.

This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is ‘the perfect Man in whom all human values find their fullest perfection’ (Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

HRSE should deepen the following areas of understanding.

- i) To develop self respect and love of self.
 - ii) To invite young people to develop and deepen a loving relationship with God.
 - iii) To invite young people to understand that their life has a purpose.
 - iv) To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God’s love.
 - v) To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
 - vi) A strong awareness of their own safety and the nature of consent.
 - vii) To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.
- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God’s creation.
 - We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
 - We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.
 - We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.

- We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.
- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.
- We will encourage children to understand difference and be mindful of people who are vulnerable to discrimination because of their personal or cultural characteristics.

8. Inclusion

At St. Bernard's School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue. Through our school nurture team we would offer support to young people who require or request additional support, for example, transgender pupils.

9. Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that St. Bernard's school endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. For further information please see our single equalities policy.

School will ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching should

reflect the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the broader legal implications of decisions they may make.

The 2010 Act identifies the following protected characteristics applicable to pupils, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Age is also a protected characteristic. It does not apply to students, but governors are aware of this aspect as employers.

As a Catholic school we are mindful that our primary mission is to the poor and seek to alleviate any disadvantage. Attention will also focus on the SEND Code of Practice when planning for these subjects to ensure the inclusion of all students in a way that is appropriate for them. Relationships Education, RSE and Health Education, will be accessible for all pupils and must be borne in mind when planning for pupils with special educational needs and disabilities who represent a significant minority of pupils.

Teaching and learning is monitored to ensure that is differentiated, personalised and accessible. The SEND leader and nurture staff will provide support for staff to ensure that education in this area prepares students for adulthood, and vulnerable pupils including those with SEND are supported to deal with aggressive behaviour, exploitation and bullying and students experiencing acute moments of vulnerability due to family circumstances, such as bereavement, social anxieties, perhaps following relocation or specific physical or mental health problems receive support in school or through links with outside agencies. In some cases, students may require a personal plan for their education in this area to match their needs and stage of development, reflecting statutory requirements and governors should state how this will be monitored.

The critical characteristic of Catholic education is that all people are children of God. With this belief, underpinning school life perceived limits on students because of their characteristics must always be subject to challenge as the school is part of the Universal Catholic Church. It is through this lens schools should challenge stereotypes and address behaviours such as homophobia, misogyny and sexism. Schools must be alive to the fact that the approach of the Church may not be the same as the approach taken in other areas of life, such as social media. A clear and consistent message about human dignity must be conveyed through the whole of school life by staff, students and those who support the work of the school such as governors.

Governors at St. Bernard's Catholic School understand the implications of the DfE's 2017 guidance Sexual violence and sexual harassment between children in schools and colleges for their school. The guidance covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment. Sadly, students can believe that sexual violence and harassment are just part of growing up. This is challenged in school by the provision of an HRSE curriculum based on reciprocal dignity in an age appropriate way eg The Pants programme in EYFS and key stage 1 where children learn about personal privacy and respect for their own bodies. The NSPCC video Pantosaurus will be used. In upper key stage 2 , this message is re-inforced through HRSE including puberty sessions and This is My Body in year 6. At various times we will also have visitors from appropriate agencies eg NSPCC.

All teaching in HRSE, including that which covers areas around the protected characteristics, must be sensitive to the age, cultural background and family experiences of students. The Catholic view of human dignity should challenge the cultural assumptions that can underpin prejudices, such as racism, sexism and religious discrimination. **Catholic schools should robustly challenge homophobia or any inequitable behaviours based on a person's sexual orientation or gender as an infringement of human dignity.** Though schools will teach the Church's view on what it means to be human, and the challenges this offers to a wide range of lifestyles, the needs of the individual students will remain paramount. In a Catholic school, we aim to see the child, a Child of God, as a person in need of love and care. The DfE's guidance makes specific mention of teaching about lesbian, gay, bisexual and transgender characteristics, which it shortens to LGBT. The guidance states,

"At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at an appropriate point as part of this area of the curriculum."

We are mindful of this statutory requirement and fulfill it in the following ways:

- First of all, schools should be listening communities where young people and their families have space to think, to talk and discuss their feelings.
- A clear policy statement "At St. Bernard's we say address questions about sexuality and gender as and when they arise. From the start of school we talk about all different kinds of families – with the common factor being love and care.
- We train all staff supporting children who are asking questions about themselves or others in these areas in partnership with their families and they know the legal requirements incumbent on the school with specific reference to sex or gender requirements.
- The dignity of each child is central to our care and we support any questioning child and their families through a culture of listening and seeing them as a person.
- We do not rush to label but offer children and their families time to discuss and explore what is best for them as individuals within our school community."

10. Programme of study

A revised programme of study has been prepared to support educators in our family of schools as they enable our young people to grow in faith and understanding of themselves, their relationship with God and with one another. The Department for Education has prepared a statutory programme for 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' which will be a

compulsory requirement from September 2020. The Diocese of Lancaster began working on Human Relationships and Sex Education (HRSE) in 2016. The intent of the programme of study is to encourage young people to recognise their interior beauty, their dignity as a human and through this to understand and value the worth of others. We hope that this builds on the experience of the home where, as children, we all experience our first expressions of love and form our early relationships. The challenge in school life is to develop this not just in an academic sense, but as a lived expression of belief ultimately, an invitation to hear the Good News.

“We must wonder! We must create an environment of wonder! We must create a climate of wonder! This task is closest to the family...Wonder is needed so that beauty might enter into human life, into society and the nation...We need to marvel at everything that is found in man.” Pope St. John Paul II

Creating a climate of wonder can seem a far cry from the modern world our schools are called to serve, though this is our calling as educators in the Catholic schools of the Diocese of Lancaster. Engaging with the Church’s teaching about human loving enables us to share with our young people the wonder of human life and the happiness that is waiting for us in Jesus. As always, this is an invitation, a way to deepen understanding of what it means to be fully human.

The Programme of Study places the Diocese of Lancaster programme next to the statutory obligation it fulfils. Any additional material in HRSE is written in italics so it is easy to identify. Areas from the statutory plan not covered in the HRSE framework are listed at the end of the booklet. Governing bodies and head teachers should be mindful that from 2020 OfSTED will inspect the new ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ and Section 48 will continue to examine provisions in HRSE.

HRSE will be taught across the curriculum with cross curricular links being used to add relevance and meaning. It will also be taught as stand alone sessions where appropriate. This is My Body will be used in upper key stage 2 and parents will be invited to find out about the programme before it is delivered to their children.

Progress in understanding in HRSE will be linked with other curriculum areas including, PSHE, RE and Science.

Children’s well being is monitored through a positive behavior policy, positive relationships and a wealth of pastoral support.

Elements of the statutory curriculum not covered in the HRSE programme of study, such as basic first aid, aspects of health education and online safety will be covered through PSHE, Computing and Science.

11. Parents

The Church recognises parents as the first educators of their children. St. Bernard's school will support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of "*sexuality as value and task of the whole person, created male and female in the image of God*". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our school we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about this policy before it was ratified by the governing body.

The school will involve and support parents in learning about HRSE by sharing the programme of study/published resources to be used letters when visitors are coming to school, letters when a sensitive subject is to be taught, resources to use at home, information in school prospectus and on school website discussions with parents and 1;1 support sessions where appropriate.

Information about HRSE is contained in the school prospectus and the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will sent home and parents may be invited into school to discuss the content of HRSE lessons.

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

Parents have the right to request that their child not participate in some or all of sex education delivered as part of statutory RSE. Before granting any such request, it would be good practice for the headteacher to discuss the application with parents and ensure that they understand the nature and purpose of the curriculum in a Catholic context. A discussion should follow, as appropriate, involving the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher, pastoral lead and class teacher would be involved in this discussion and this will be documented.

A good practice is also likely to include the headteacher discussing with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child. For example, the possible social or emotional impact of withdrawal, the likelihood of them hearing a peer's version of the content, rather than the teacher's. However, parents may prefer to discuss sex education to their child at home instead.

Following discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. This process is applicable for pupils with SEND. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.. Parents wishing to withdraw their child should complete the school form which is available from the school office/website and is appendix 1 in this policy

12. Teaching and Assessing HRSE

Responsibility for leadership, co-ordination and monitoring of the programme will be shared between the Headteacher, RE subject leader and Rev Slater -foundation governor. HRSE will be taught by class teachers and teaching assistants may provide follow on learning for individuals. All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour base on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science, PSHE and computing.

Sometimes, the children's learning will be best supported by using other agencies, such

as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at St. Bernard's school and agree to follow this instruction.

Assessment forms part of the statutory framework. The HRSE programme includes a self audit for schools. The HRSE and the statutory framework will be monitored and assessed. For example: Each year at St. Bernard's we will use the Diocesan self-audit to monitor all aspects of HRSE. The HRSE framework and the elements of the statutory framework not covered by HRSE are monitored and assessed through whole school planning, written pieces of work, teacher's notes on discussions and targeted lesson evaluations. On occasion, the school uses questionnaires to evaluate students sense of well-being and may use written or practical assessments where appropriate, for example, to evaluate understanding of basic first aid.

13. Dealing with difficult questions

The Governing Body desires that HRSE lessons take place in a positive framework, where students experience a growing appreciation for well being, and that of others, and a deeper understanding that the Church teaches a path of the wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and understanding that staff or other students will not judge these questions. It is vital; therefore, that teachers invest time in creating this framework of mutual trust and care while respecting personal information. The HRSE co-ordinator must be given access to train and support to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies. The Department for Education(2000) offers the following guidelines for dealing with questions.

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole-class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they prepare for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later;
- If a problem is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have received respectful treatment, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust

- and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

14. Supporting children and young people deemed to be at risk.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. All staff teaching HRSE have up to date safeguarding professional development (Sept 2021).

Questions asked by students that are a cause for concern for the teacher, for example, because of their explicit or graphic content, should be addressed following the school's safeguarding policy and confidentiality procedures. These policies are available on the school website.

The school will ensure that this policy is available for all staff, governors, parents and students and the confidential nature of how to obtain advice and guidance as a result of any issues or questions that may arise.

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all that unconditional confidentiality cannot be guaranteed where illegal or abusive concerns come to light, and these will be dealt with under the terms of the relevant safeguarding policies

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	