

Valley Primary School



Health and Sex Education Policy

Reviewed Date: November 2023

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Rationale

Under the school's main Curriculum Driver of Global Citizenship, it is important for pupils to develop a firm understanding of health education in order to be ambitious and aspirational for themselves as individuals and to empower them to make a positive contribution to their community whether that be at a local, national or global level.

Today's pupils and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also poses many challenges and risks. As a result, Valley places an important emphasis on mental health and wellbeing and, since March 2020, the school has held a national wellbeing award backed by the National Children's Bureau.

This policy looks to deliver health and sex education for the whole school community irrespective of background, culture or ability. The intended outcomes of our programme of study are that pupils will:

Health, Sex and Relationships Education is compulsory to all pupils and forms part of the wider PSHE curriculum at Valley. Much of the content of this policy complements other policies at the school including the Relationships Policy and aspects of the computing curriculum especially relating to e-safety. Parents are entitled to withdraw their child from aspects of the sex education curriculum that does not form part of the National Curriculum for science. There are tables included in this policy that clearly highlight which aspects pupils can be withdrawn from.

Roles & Responsibilities

The school's Governing Body is responsible for the ratification of this policy and Governor representatives participated in the consultation process.

The Head Teacher is responsible for ensuring the implementation and the PSHE Lead will oversee the sequencing of learning as well as resourcing this subject area and supporting staff in their delivery of relationships education.

Class Teachers will teach the content of this policy in their timetabled PSHE lessons and, from time to time, will be supported by relevant external agencies.

The school recognises that parents are the first teachers of their children and that they have the most significant influence in enabling their children to grow and mature into happy, healthy individuals. Parents therefore play a key role in the construction and content of this policy and it is warmly encouraged that parents accept the school's invitation to parents to come into school to discuss what will be taught and when, address any concerns and learn how best to manage conversations at home before and after pupils have received lessons on health and sex education at school.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils receiving primary education.

Other documents that inform the school's Health and Sex Education Policy include:

- Education Act (1996)

- Education Act (2002)
- Equality Act (2010)
- The latest version of Keeping Children Safe in Education
- SEND Code of Practice
- Valley Primary School Policies:
Computing & e-safety Policies
Anti-Bullying Policy
Behaviour Policy

Curriculum Design

The planned provision outlined in this policy forms part of the school’s wider curriculum in **PSHE** Lessons health and sex education will also complement work undertaken in other subject areas such as science, PE and computing.

The planned provision for relationships education aims to be fully inclusive in terms of gender identity, sexual orientation, disability, social diversity, ethnicity, culture, age, religion and belief or other life experience.

Where necessary, the planned learning will be differentiated or delivered in smaller groups to allow pupils with additional needs to access this area of the curriculum.

Quality, age-appropriate resources including subject-specific books and multi-media resources will be used to support and promote understanding within health and sex education and, where necessary, additions will be made to standard provision to reflect the local context.

The main learning within our health and sex education curriculum is outlined in the table below and overviews for learning specific to each year group can be found within the curriculum maps on the school website.

At Valley Primary School, we fully recognise that in order for an individual to build healthy relationships with others, they first need to nurture a healthy relationship with themselves. The SCARF spiral curriculum emphasises emotional wellbeing and a positive self-esteem.

By the end of primary school, pupils should know:

Mental Wellbeing	<ul style="list-style-type: none"> ▪ that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. ▪ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
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	<ul style="list-style-type: none"> ▪ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ▪ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ▪ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> ▪ that for most people the internet is an integral part of life and has many benefits. ▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ▪ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ why social media, some computer games and online gaming, for example, are age restricted. ▪ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> ▪ the characteristics and mental and physical benefits of an active lifestyle. ▪ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ▪ the risks associated with an inactive lifestyle (including obesity). ▪ how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ul style="list-style-type: none"> ▪ what constitutes a healthy diet (including understanding calories and other nutritional content).

	<ul style="list-style-type: none"> ▪ the principles of planning and preparing a range of healthy meals. ▪ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<ul style="list-style-type: none"> ▪ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ▪ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ▪ • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> ▪ how to make a clear and efficient call to emergency services if necessary. ▪ concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<ul style="list-style-type: none"> ▪ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ about menstrual wellbeing including the key facts about the menstrual cycle.

At Valley Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

EYFS KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Respect: learning about money, living the wider world and the environment;

5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

The planned curriculum for the Growing and Changing Modules are outlined below:

Year groups	Topics	Learning Outcomes	RSE related vocabulary
Reception	<ul style="list-style-type: none"> • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys 	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. and grows inside a mother's tummy. • Understand that every family is different • Talk about similarities and differences between themselves and others • To understand that animals and humans change in appearance over time • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living thing • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe. 	life cycles child baby seed penis vulva womb teenager love care adult old age grow
Year 1	<ul style="list-style-type: none"> • Inside my wonderful body! • Taking care of a baby • Then and now 	Children will be able to: <ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); 	caring love attention change

	<ul style="list-style-type: none"> • Who can help? (2) • Surprises and secrets • Keeping privates private 	<ul style="list-style-type: none"> • Understand and explain the simple bodily processes associated with them. • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts. 	<p>growing surprise secret uncomfortable privates private penis vulva hygiene</p>
Year 2	<ul style="list-style-type: none"> • A helping hand • Sam moves away • Haven't you grown! • My body, your body • Respecting privacy • Basic first aid 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; 	<p>change loss feelings emotions frightened nervous unique special penis testicles vulva nipples genitals penis vulva private privacy consent permission</p>

		<ul style="list-style-type: none"> Give examples of different types of private information. 	
Year 3	<ul style="list-style-type: none"> Relationship Tree Body space Secret or surprise? Basic first aid 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<p>relationships positive healthy trust caring personal space body space invade uncomfortable stop respect touch surprise feelings uncomfortable angry upset jealous worried excited scared talk</p>
Year 4	<ul style="list-style-type: none"> Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; 	<p>compromise hormones puberty puberty pubic hair eggs sperm penis testicles breasts ovaries womb vagina vulva clitoris labia puberty menstrual cycle eggs periods menstruation sanitary pads tampons menstruation cup secret surprise uncomfortable feelings marriage live together civil partnership forced marriage</p>

		<ul style="list-style-type: none"> • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	
Year 5	<ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • Dear Hetty • Changing bodies and feelings • Growing up and changing bodies • It could happen to anyone • Help! I'm a teenager - get me out of here! • Dear Ash • Stop, start, stereotypes 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; 	<p>wellbeing trust resilience unwanted attention unwanted touch separation fostered puberty genitalia semen menstruation period sanitary towel tampon menstruation cup sanitary protection embarrassed reactions consequences hormones compromise respect mood swings in confidence break a confidence confidential prejudice biological sex sexual orientation gender identity gender expression verbal abuse physical abuse</p>

		<ul style="list-style-type: none"> Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. 	
Year 6	<ul style="list-style-type: none"> Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; 	<p>change support body image self esteem manipulation media manipulation stereotype gender stereotype peer pressure right to privacy sharing online online safety puberty physical changes emotional changes rights FGM in confidence break a confidence confidential ovaries sperm testicles puberty vagina penis orgasm embryo womb sexual intercourse consensual condom surrogacy adoption IVF age of consent</p>



		<ul style="list-style-type: none"> • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. 	
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Withdrawal of pupils from Sex Education Lessons

Parents can only withdraw their children from aspects of sex education that is not part of the National Curriculum for Science. The table below highlights these areas.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education using the form in Appendix 1. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science. The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson.

Aspects of Sex Education where parents cannot withdraw their child from. 	Aspects of Sex Education that parents can withdraw their child from. 
<p>Bodily Changes during Puberty, Summer Term Year 4 and 5 (includes information on the menstrual cycle which is delivered to both boys and girls). SCARF recommends teaching this in Year 3 but Senior Leaders decide on a cohort by cohort basis as to when this content is taught</p> <p>Reproduction and Birth in animals and humans – all Year Groups as part of work on Life Cycles</p> <p>All of these themes are statutory included in either Health Education or National Curriculum Science.</p> <p>Menstrual Cycle –Taught in Year 4 to both boys and girls and covered again in Year 5.</p>	<p>Conception - sexual intercourse This lesson is taught in Year 6 – Summer Term 2 – Changing and Growing – Making Babies.</p>

Safe & Effective Practice

Establishing a safe learning environment for lessons in health and sex education is of paramount importance. Staff and pupils will agree ground rules (SCARF Rock Agreement) at the start of the year and these will be referred to at the beginning of each lesson in this area of the curriculum.

Distancing techniques will also be used to distance the topic from individual pupils or staff members so that personal circumstances are not freely discussed which could lead to upset or embarrassment.

Each classroom will have question boxes (separate from the normal class worry boxes) where pupils can post questions before, during and after their lessons on relationships. Pupils will be taught that anonymous questions will be answered publically in front of the whole class but, where a child adds their name to a question, this indicates that they would like to receive an answer on a 1:1 basis.

Adopted Pupils

The school recognises that much of the planned provision for relationships education has the potential to provoke a vast range of emotions for pupils who have been adopted especially when pupils are asked to compare how they have changed since they were a baby or when discussing hereditary genetics relating to health.

Class teachers must share the curriculum maps for relationships education with the parents of an adopted pupil and discuss any potential triggers which might arise and how best to manage or minimise these during and after lessons on relationships.

All pupils will learn about adoptive families as part of the planned provision on families that might be different from their own and during this teaching, pupils will be taught the importance of the appropriate vocabulary used in order to avoid upset and offence. Terminology such as birth family,

forever family, birth parent / child will be taught while terms such as real parent or real / natural child / own child will be discouraged.

The school also recognises that, from time to time, adopted pupils might choose to share aspects of their life story with staff and peers. Again, the school will discuss options with the pupils' family ensuring that the interests of the child and the safety of the whole family are kept central to all decision making.

Disability

As pupils move through their learning journey at Valley Primary School, disability in all its forms will be discussed and celebrated. Pupils will learn that people with disabilities have an equal right to safe, caring, respectful relationships and pupils in Years 5 and 6 will also learn about the role of the disability discrimination act and the role this has played in championing equality for all.

Safeguarding

Health, Sex and Relationships education forms part of the school's wider work on safeguarding educating pupils about what is appropriate and what is not appropriate in order to empower each individual to make safe, healthy choices in childhood and throughout their adult lives.

The school recognises that discussions held during these lessons may give rise to disclosures of a child protection nature and any such disclosure should be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, their deputy and should be treated in accordance with the school's normal safeguarding procedures as outlined in the Child Protection Policy.

On occasions, visitors and external agencies will be invited in to support aspects of the school's health and sex education curriculum. A SCARF Educator delivers workshops on Sex and Relationships Education in Years 4, 5 and 6. Prior discussions will take place with all visitors and agencies to ensure that the content to be delivered is relevant and age-appropriate. The necessary checks will also be undertaken to ensure the work of any visitor or external agency complies with the promotion of Fundamental British Values of Democracy, The Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those with different faiths and beliefs.

Transitions

Transitions are critical times in a child's development especially in terms of their relationship with self and others. At Valley, we recognise all the key transitions from Pre-School to Reception, Reception to Year 1, Key stage 1 to Key Stage 2 and Year 6 to secondary school. Alongside these, we also recognise that changing from one year group to another can be a significant step for some. To support pupils through all these transitions, we provide different strategies including transition booklets, meet the teacher events, who am I? profiles, school-to-school liaison, stay and play sessions and a mentoring service for those who need it in Year 6.

At Valley, we believe it is important for pupils to be taught about their bodily changes at different points as they move through the school to assist them in negotiating healthy, happy transitions.

Bereavement

Death and dying form a natural part of life's journey. Every child is unique and will cope with the death of someone important to them in their own way. When studying animal and human life cycles, death is

discussed in an age-appropriate way as a natural part of these cycles. There is no magic formula when it comes to discussing death and dying with young pupils, but things that will help include:

- Clear, honest and age-appropriate information
- Reassurance that they are not to blame and that different feelings are OK
- Normal routines and a clear demonstration that important adults are there for them
- Time to talk about what has happened, ask questions and build memories
- Being listened to and being given time to grieve in their own way

Staff receive training as part of our biannual teaching of the Winston's Wish Bereavement lessons.

Engaging Stakeholders

Parents play a fundamental role in the creation of this policy and they will also be invited to review the overall effectiveness of its implementation through surveys and other engagement events.

Specific year-group content for relationships education will be shared with all parents via the curriculum maps and parents will also be notified as to when their child will receive relationships education.

The school will also hold information events at school where parents can ask questions about the content of the planned provision and also view the resources that will be used in lessons.

The school will also look to work closely with the school healthcare team, Virtual Head Teacher and Wellbeing Service to explore ways in which they can contribute to health and sex education lessons at Valley Primary School.

Monitoring, Reporting & Evaluation

The school's PSHE Lead supported by the school's Leads for PE and Computing is responsible for the monitoring of provision relating to health and sex education. Monitoring work such as lesson drop-ins, book looks, pupil, parent and staff voice all form part of the termly monitoring cycle at Valley.

Review Date

This policy will be reviewed every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1

To be completed by the parents			
Name of Pupil		Class	
Name of Parent		Date	
Reasons for the withdrawal from the non-science components of sex education from the Health, Sex and Relationships Curriculum			
Any other information you would like the school to consider			
Parent Signature			
To be completed by the school			
Agreed actions from discussion with parents			
Signed			