



Relationships and Sex Education (RSE) Policy

2021-2022

Responsibility for Policy: SLG Services (EN/KV)

Date policy revised: May 2021

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1. Rationale

Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially *fit for life*.

This policy sets out the framework for Relationships and Sex Education at Cedars Academy, providing clarity on how our RSE curriculum is informed, organised and delivered through our Personal Social and Emotional Curriculum.

This policy was reviewed and developed in response to the following guidance:

- Keeping Children Safe in Education (DfE, 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- 16-19 Study Programmes Guidance (DfE/ESFA, 2019)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
- Preventing and tackling bullying (DfE, 2017)
- Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (UKCCIS, 2016)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, 2015)
- Equality Act 2010: advice for schools (DfE, 2014)
- National Curriculum in England – Key Stages 1-4 (DfE, 2014)

This policy should be read in conjunction with the following academy policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy: A Positive and Proactive Approach to Behaviour
- SEN & Disability Policy
- Equal Opportunity & Diversity Policy
- Mobile Phones & Handheld Devices
- Acceptable Use Policy
- E-Safety Policy

2. Aims and Intent

At Cedars Academy, our predominant aims for RSE are as follows:

- To deliver high-quality, age-appropriate and ability appropriate RSE lessons as part of our overall planned academy curriculum and ethos
- To fulfil our legal obligations related to RSE, whilst taking account of parental/carers views
- To ensure pupils are provided with accurate information from reliable sources
- To use a range of appropriate resources matched to the strengths and needs of individual pupils

- To provide pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions
- To encourage pupils to remember what they learn to support their ongoing preparation for the future

In order to achieve our aims, we will plan and teach the RSE content set out by the DfE and provided in *APPENDIX 1* of this policy.

3. Legal Obligations

The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020.

Relationships Education is now compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) is now compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in all schools. Details of what is taught as part of Health Education are outlined in our academy's Physical, Emotional and Social Wellbeing Curriculum.

The focus of Relationships Education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The aim of Relationships and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It is important to note that primary schools have the option to decide whether or not pupils are taught 'Sex Education'. In order to support pupils' ongoing emotional and physical development effectively, we will offer this for our KS1,2 pupils at Cedars Academy, where the teaching and learning is appropriate for the age and maturity of each pupil. However, the vast majority of what is taught as part of 'Sex Education' for our KS1,2 pupils, is already covered as part of the National Curriculum or Science or as part of Health Education in Physical, Emotional and Social Wellbeing.

4. Parent and Carer Engagement

At Cedars Academy, we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents and carers in the development of their child's understanding about relationships, sex and health.

The law requires schools to consult with parents and carers on their RSE policy. Consultation must be carried out when the policy is formed and subsequently whenever it is updated.

At Cedars Academy, we will notify parents/carers each September when the policy has been reviewed, updated and uploaded to the academy website and we will provide a window of opportunity for all parents and carers to respond with their views. The final version of the policy will then be available on the academy website from October onwards for reference.

We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSE curriculum by providing:

- Notification of when RSE topics are to be taught and a summary of the content to be covered

- Opportunities to view and discuss examples of RSE teaching and learning resources
- Information about parents' right to withdraw their child from non-statutory elements of RSE

Parents/carers of new pupils will be provided with all of the above information at the point of admission, regardless of the time of year they join the academy.

We understand that parents and carers may have concerns about some aspects of RSE and all views will be listened to and carefully considered. However, the academy will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as the needs of our pupils.

Parents/carers will be provided with opportunities to find out about the progress of their children in RSE related topics; for example, as part of Annual Reviews of EHCPs, during parents' evenings and within progress reports.

5. Right to Withdraw

RSE is an important part of our curriculum and it is hoped that all pupils will participate in all aspects of these lessons. However, the academy acknowledges the legal rights of parents/carers as described below:

Parents of all Academy age (KS1-5) pupils will not be able to withdraw children from any aspect of Relationships Education or Health Education (which includes learning ~~about~~the changing adolescent body and puberty).

Parents of Academy age (KS1-5) pupils will not be able to withdraw their child from any aspect of the National Curriculum for Science (which includes subject content such as {in KS1,2} the names of external body parts, the human body as it grows from birth to old age, and reproduction/off-spring in some plants and animals AND {in KS3,4,5} reproduction in humans and plants, hormonesin reproduction, hormone and non-hormone methods of contraception communicable diseases including sexually transmitted infections in humans).

Parents will be able to withdraw their child (following discussion with the school and providing notification to the Head Academy Services in writing) from any or all aspects of Sex Education (other than those as listed above) up to and until three terms before the age of 16.

In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

In line with the statutory guidance, if any KS3,4,5 pupil wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the pupil with Sex Education during one of the three terms before the age of 16.

For further clarity, please see APPENDIX 2 of this policy for an overview of the compulsory aspects of RSE at the different stages of education as set out by the DfE.

6. Roles and Responsibilities

At Cedars Academy, the Head of Academy Services assumes overall responsibility for ensuring that the organisation and delivery of RSE lessons are carried out by staff who have an appropriate level of expertise and knowledge and that all pupils make progress in achieving the expected outcomes. The Head of Academy Services is also responsible for managing any requests to withdraw pupils from non-statutory sex education lessons and organising alternative appropriate education.

The Physical, Emotional and Social Wellbeing Lead is responsible for ensuring that RSE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. With the support of the Senior Leadership Team, the Physical, Social and Emotional Lead is responsible for ensuring that RSE is taught consistently well across the school and is suitably resourced. This may include liaising with and supporting other staff members/external professionals who deliver some/all of the RSE lessons at our school or college.

The Physical, Emotional and Social Lead is expected to work closely with the Designated Safeguarding Lead(DSL) as well as colleagues in related curriculum areas to ensure the curriculum is suitable for individualpupils and complements content covered in National Curriculum subjects.

Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support and advice wherever necessary to ensure that teaching continues to be well-prepared and of a high standard at all times.

The governance structure provided by Cedars Academy Trust will ensure that the school complies with the provisions of this policy and that legal obligations as related to RSE are fulfilled.

7. Implementation (Organisation and Delivery)

Effective RSE does not encourage or promote sexual experimentation. At Cedars Academy, RSE is carefully planned and delivered primarily through our Physical, Social and Wellbeing curriculum. Physical, Emotional and Social Wellbeing lessons are given a high priority and are timetabled every week for all Key Stages. Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, giving full consideration to the timing of this as related to the age and emotional maturity of arpupils.

Through effective organisation and delivery of RSE, we ensure that:

- RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Ground rules will be developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.

- Core knowledge is sectioned into units of a manageable size.
- Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum proactively addresses issues in a timely way in line with current evidence on pupils' development as well as their age.
- Groupings will be carefully considered by teachers and senior leaders (including the Designated Safeguarding Lead as appropriate) - some classes may be taught in gender-specific groups, on a one to one basis or within a whole class setting - dependent on the nature of the topic being delivered at the time, the cultural, religious or personal background of pupils, their age and SEND.
- All resources will be selected carefully – inappropriate/illegal images and videos will not be used in any circumstances and all related school policies will be followed.
- Care will be taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. children in care or young carers.
- There is an awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.
- There is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.
- It must be recognised that young people may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.
- Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.
- There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.
- Steps will be taken to foster healthy and respectful peer-to-peer communication and provide an environment which challenges perceived limits on pupils based on their gender or any other protected characteristic.
- There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment, with positive action taken to build an academy culture within

which these are not tolerated.

- Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental Physical, Social and Emotional Wellbeing programme.

8. Working with other professionals

Working with external agencies can sometimes enhance our delivery of RSE, bringing in specialist knowledge and different ways of engaging pupils. Examples might include a School Nurse or a representative from the NSPCC Speak Out/Stay Safe Programme or Community Police Initiatives. The Academy would only use visitors to enhance teaching provided by our academy staff, not to replace it. Staff employed by the academy will be present during any RSE session delivered by an external visitor commissioned by the academy. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Child Protection and Safeguarding Policy.

Where external experts are invited to assist from time-to-time with the delivery of RSE, they will be expected to comply with the provisions of this policy. In line with the usual procedures and policies of our academy, we will check the credentials of all external agencies and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this policy. The academy will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is age-appropriate and accessible for all pupils. The academy will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

Where a pupil has involvement from specialist external agencies, discussions between those agencies and appropriate senior academy staff, including the school's Designated Safeguarding Lead (DSL), are important in order to ensure that RSE lessons are delivered in a way that is most appropriate for the individual child.

9. Safeguarding and confidentiality

At Cedars Academy, there is a focus on keeping our pupils safe, and the RSE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online, as part of our over-arching Physical, Emotional and Social Wellbeing curriculum.

The Physical, Emotional and Social Wellbeing Lead will liaise with the school's Designated Safeguarding Lead (DSL) in anything that is safeguarding-related within the context of RSE. The DSL is likely to have knowledge of trusted, high quality local resources that could be engaged, as well as knowledge of any particular local issues which may be appropriate to address in lessons. The DSL will liaise with the Physical, Emotional and Social Wellbeing Lead about the circumstances of individual pupils if felt to be required and additional professional advice will be sought if needed as related to those pupils.

Our good practice allows pupils to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to increased safeguarding reports. The Academy's Child Protection and Safeguarding Policy must be adhered to at all times and without exception, concerns or disclosures made within or as a result of RSE lessons must be shared with the Designated Safeguarding

Lead (DSL).

Pupils are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

10. Managing difficult questions

Pupils may ask their teachers or other adults questions pertaining to sex or sexuality. Given ease of access to the internet, pupils whose questions go unanswered may turn to inappropriate sources of information.

At Cedars Academy, the Physical, Emotional and Social Wellbeing Lead will provide advice on the type of questions which are appropriate and inappropriate to ask and answer within a whole-class setting and the use of Ground Rules with pupils will support this process.

Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question will be answered at the time. They may decide to explain to a pupil that their question will be returned to at a later time and they may decide to discuss possible responses to questions with a parent/carer, the Physical, Emotional and Social Wellbeing Lead, the DSL or a member of the Senior Leadership Team. Answers to questions may then be followed-up with individuals, small groups or a whole class as deemed to be appropriate.

11. Impact and Assessment

The Academy has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Learning is assessed and assessments are used to identify where pupils need extra support, intervention or additional challenge. Whilst there is no formal examined assessment for RSE, teachers will assess all outcomes to capture progress. Strategies include assessment against the school's own assessment system, as well as additional tests/quizzes, written assignments, self/peer evaluations, use of structured questioning, mind-maps, presentations/role-play, pupil interviews and learning portfolios.

12. Monitoring and Evaluation

The Senior Leadership Group is responsible for monitoring the quality of teaching and learning in RSE.

The quality of RSE provision is also subject to regular and effective self-evaluation as part of an annual subject report for Physical, Social and Emotional Wellbeing. Information to be taken into account includes feedback from lesson visits and learning walks, planning and work scrutiny, pupil and parent feedback and pupil progress.

Other factors to be considered as part of this process are outlined below:

- Is the curriculum effectively managed and are staff teaching RSE suitably skilled and knowledgeable?

- Does the RSE curriculum reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the curriculum as intended?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Are the RSE resources used suitable and accessible?

13. Policy Review

This policy will be reviewed by the Physical, Emotional and Social Wellbeing Lead on an annual basis. As described earlier in this policy, parents and carers will be consulted about the policy and will have an opportunity to share their views. The policy will be available on the academy's website and all stakeholders will be notified of any changes.

The next scheduled review date for this policy is September 2023.

APPENDIX 1

Big Ideas and Key Themes of our RSE Curriculum

The Academy's curriculum is planned so that the key content is taught at the appropriate time for each pupil. The key content is outlined below and is provided within the *DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'*. This does not include related content taught as part of the National Curriculum for Science or related content taught as part of the Physical, Emotional and Social Wellbeing curriculum.

At EYFS – KS2 content will cover:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious*).
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a

digital context).

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any person.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

At KS3,4,5 pupils should continue to develop knowledge on the content specified for KS1,2 pupils and will also cover the following content:

Families

- 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 their legal status e.g. 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.
- 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; 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

- the characteristics of positive and healthy friendships (in all contexts, including online) including: 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 (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- 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

- 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 provide material to others that they would not want shared further and not to share personal material which is sent to them.
- 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 e.g. 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.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe

- 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).

Intimate and sexual relationships, including sexual health

- 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, e.g. 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, efficacy and 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/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.

APPENDIX 2

Please see below an overview of the compulsory aspects (as set out by the DfE) of RSE, within the different stages of education:

	KS1	KS2	KS3	KS4
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE - Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science - reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Schools can choose whether to teach this – parents can withdraw	Schools can choose whether to teach this – parents can withdraw	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16 th birthday

