



RELATIONSHIPS AND SEX EDUCATION POLICY

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Table of Contents

1. AIMS.....	2
2. STATUTORY REQUIREMENTS.....	3
3. POLICY DEVELOPMENT.....	3
4. DEFINITION.....	4
5. CURRICULUM.....	4
6. DELIVERY OF RSE.....	4
7. ROLES AND RESPONSIBILITIES.....	6
8. PARENTS' RIGHT TO WITHDRAW.....	6
9. TRAINING.....	7
10. MONITORING ARRANGEMENTS.....	7
Appendix 1: Curriculum map.....	8
Appendix 2: By the end of secondary school students should know.....	12
Appendix 3: Parent form: withdrawal from sex education within RSE.....	1
Appendix 4: Letter sent regarding changes to opt out and opportunity to withdraw.....	2

1. AIMS

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

At Kingsthorpe College we believe that our high-quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills, and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Kingsthorpe College we are committed to the important role that RSE plays students' holistic education, and we aim to build on the RSE programmes covered in Primary School. The theme of consent underpins all of our RSE topics. We introduce students to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

At Kingsthorpe College we have 4 core values; Care, Aspiration, Respect and Responsibility which are enforced throughout our RSE and PSHE programmes in order to allow our students to develop a positive self-image and sense of worth and develop respect for and recognise the needs of others, so they are able to make informed decisions and exercise their rights and responsibilities.

2. STATUTORY REQUIREMENTS

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Kingsthorpe College we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, students, and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE coordinator together with the designated Deputy Headteacher pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a focus group about the policy.

4. Pupil consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. DEFINITION

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students, and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Kingsthorpe College specifically delivers Sex and Relationship Education through its *weekly PSHE timetabled lessons across all year groups*, tutor periods, 'drop down' days and Science lessons at KS3 and KS4. It should be noted that this content builds on personal and social skills education dealing with relationships, conflict, friendships, health, rights and responsibilities and good citizenship. Students are also taught about sexting, domestic violence, the nature of consent, honour-based violence, grooming including child sexual exploitation.

Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. More expert or specialist teachers support teachers who are uncomfortable with teaching certain aspects of the curriculum through staff training sessions and drop ins. These sessions also offer support with making content accessible to all pupils, including those with SEND.

It is important that we implement our Sex and Relationship Education policy consistently. We provide teachers with resources that are specific to the age of the students in their classes.

Possible conflicts arising between the curriculum and religious views (such as those relating to the use of contraception) are acknowledged; sex education is delivered at every stage with sensitivity and in cooperation and inclusion with different views and religions.

Terminology

Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles may be discussed; this will accompany a discussion about what is and isn't acceptable language to use.

Guest Speakers

Where possible, we may invite guest speakers to talk on issues related to relationships and sex. It is our experience that certain subjects **can be better** received when delivered by an expert or experienced health professionals (such as the College nurse) who can challenge pupil's knowledge and perceptions. A teacher will be present throughout these lessons. Visiting speakers will be given a copy of this policy and expected to comply with the guidelines outlined within in. Staff are also given a managing guest speakers framework, which they are expected to adhere to.

Dealing with difficult questions

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable students to feel more comfortable to ask questions without being identified;
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give students the sense that they are in a safe zone to speak freely about sex and relationships.

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Strategic Lead of PSHE (Personal Social Health and Education), the Assistant Headteacher or the Designated Safeguarding Lead.

7. ROLES AND RESPONSIBILITIES

7.1 The governing board

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8). The Headteacher has delegated this responsibility to the Assistant Headteacher who line manages the Strategic Lead of PSHE.

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way.
- › Modelling positive attitudes to RSE.
- › Monitoring progress.
- › Responding to the needs of individual students.
- › Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

RSE is delivered primarily during PSHE lessons by form tutors, the material is provided by the Strategic Lead of PSHE in line with DfE guidance. Support is provided pastorally by Heads of Year and Deputy Heads of Year.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

However, this does not include aspects of Sex Education covered by the Science National Curriculum.

Prior to RSE lesson delivery commencing, the parents/carers of any new students who have started at Kingsthorpe College, including the whole year 7 cohort, are sent a letter (found in Appendix 4). From October 2023 this letter will also be sent out on a

yearly basis to the parents/carers of all students under the age of 16. This letter details legislative changes and offers them the opportunity to request a meeting with the Assistant Headteacher and Strategic Lead of PSHE to discuss the rationale and benefits of this programme of study.

If after this, parents/carers still have concerns or are considering withdrawing their child from RSE they should put in a request to the Headteacher.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Senior Leadership team will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

9. TRAINING

Staff are trained on the delivery of RSE as part of our continuing professional development calendar through whole school inset sessions and pastoral meeting.

Visitors from outside the school, such as school nurses or sexual health professionals, may be invited in to provide support and training to staff teaching RSE.

10. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by an Assistant Headteacher, and the Strategic Lead of PSHE alongside Head of Years and the appropriate SLT links, through learning walks and book scrutinies.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Strategic Lead of PSHE and Assistant Headteacher bi-annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

KEY STAGE THREE						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Mental Wellbeing	Internet Safety and money matters	Careers	Our changing adolescent body	Healthy lifestyle and relationships	Drugs, alcohol, tobacco and being safe
Year 7	<p>L1: Transition to secondary school</p> <p>L2: Dealing with change</p> <p>L3: Thriving in secondary school</p> <p>L4: Goal setting</p> <p>L5: How do we talk about our emotions?</p> <p>L6: Unhelpful thoughts</p> <p>L7: An introduction to Mental Health</p>	<p>L1: Different types of bullying</p> <p>L2: Take care of your digital self</p> <p>L3: Positive use of social media</p> <p>L4: Dangers of social media</p> <p>L5: Prejudice based language</p> <p>L6: Personal values and privacy</p> <p>L7: Recognising your money personality</p>	<p>L1: Careers myth-busting</p> <p>L2: Exploring personalised career suggestions</p> <p>L3: Jobs of the future</p> <p>L4: Apprenticeships / university introduction</p> <p>L5: Employers Q&A</p> <p>L6: My plan</p>	<p>L1: Personal Hygiene</p> <p>L2: Physical and emotional changes</p> <p>L3: People, periods and products</p> <p>L4: Myths and taboos about menstruation</p> <p>L5: Puberty and body change</p>	<p>L1: Friendships</p> <p>L2: Healthy relationships</p> <p>L3: Unhealthy relationships</p> <p>L4: Peer Pressure</p> <p>L5: FGM</p> <p>L6: The benefits of Sleep</p>	<p>L1: Firework Safety</p> <p>L2: Personal safety and first aid</p> <p>L3: CPR</p> <p>L4: Addiction</p> <p>L5: Legal and illegal drugs</p> <p>L6: Knife Free</p> <p>L7: Domestic abuse</p> <p>First aid training to be provided by BHF at some point this term.</p>
Year 8	<p>L1: Mindfulness</p> <p>L2: Different types of mental health</p> <p>L3: Mental wellbeing concerns.</p> <p>L4: Help for our mental health.</p> <p>L5: Coping with change</p> <p>L6: The impact that media and social media can have on our mental health</p> <p>L7: the difference</p>	<p>L1: Digital footprint</p> <p>L2: Harmful behaviour online</p> <p>L3: Online gaming</p> <p>L4: Send me a pic 1</p> <p>L5: Send me a pic 2</p> <p>L6: Send me a pic 3</p> <p>L7: Value for money – budgeting for the future</p>	<p>L1: Jobs of the future</p> <p>L2: Careers myth-busting</p> <p>L3: Exploring personalised career suggestions</p> <p>L4: Apprenticeships / university introduction</p>	<p>L1: Taking responsibility for physical health</p> <p>L2: Access to health services</p> <p>L3: The physical and mental changes of puberty</p> <p>L4: Consent</p> <p>L5: Contraception*</p>	<p>L1: Positive and healthy relationships</p> <p>L2: Communication</p> <p>L3: Celebrating diversity</p> <p>L4: Marriage and civil partnership</p> <p>L5: Forced marriage</p> <p>L6: Sexuality</p>	<p>L1: Different drugs and their effects</p> <p>L2: Dangers of alcohol</p> <p>L3: Consequences of addiction</p> <p>L4: Smoking and vaping</p> <p>L5: Crime, law and punishment</p> <p>L6: First aid</p> <p>L7: Personal safety</p>

	between biological sex, gender identity and sexual orientation		L5: Employers Q&A L6: My plan			First aid training to be provided by BHF at some point this term.
Year 9	L1: Different types of mental health L2: Healthy coping strategies L3: Unhealthy coping strategies L4: Benefits of physical exercise L5: Eating a balanced diet L6: Peer support and peer pressure L7: Digital Resilience	L1: Extremism L2: Radicalisation L3: Abusive behaviours L4: Being targeted L5: Online consent L6: Next steps in your financial journey L7: Dealing with financial dilemmas	L1: Exploring personalised career suggestions L2: Jobs of the future L3: Careers myth-busting L4: Apprenticeships / university introduction L5: Employers Q&A L6: My plan	L1: Assessing Risk L2: Increased responsibility for health L3: Lifestyle choices L4: Pregnancy L5: Testicular health	L1: The danger of stereotypes L2: Safer Sex - STI's* L3 – Preventing STI's* L4 – Alcohol, drugs and sex* L5 – The portrayal of sex in the media* L6: Gangs L7: Child Sexual Exploitation (NSCC this term? 4 lessons or a drop down day?)	L1: Exploring attitudes L2: Drugs, the law and managing risk L3: Drugs and their effects L4: Managing influence L5: Serious and organised crime L6: Valuing diversity L7: What is honour based violence? How can I get support?

KEY STAGE FOUR

	Emotional and mental health and wellbeing.	Finance, money matters	Careers	Families and healthy lifestyle	Intimate relationships	Drugs, alcohol, tobacco and being safe
Year 10	L1: Transition to KS4 L2: Managing strong emotions L3: Signs of emotional ill health L4: Support for mental health L5: Promoting emotional wellbeing L6: Homelessness awareness	L1: Pay and deductions L2: Budgeting L3: Saving money L4: Not just flirting L5: Gambling – how can we manage risk? L6: Gambling – how can we manage impulses? L7: Gambling – sources of support	L1: Careers myth-busting L2: Exploring personalised career suggestions L3: Finding work experience L4: Employers Q&A L5: Apprenticeships /	L1: Modern Families L2: Implications of parenthood L3: Impact of bereavement L4: Tattoos and piercings L5: Living sustainably	L1: Healthy and unhealthy relationships L2: Ending an intimate relationship L3: Relationship abuse L4: Conflict management L5: Harassment and stalking L6: Community Cohesion	L1: Substance use and assessing risk L2: Substance use and managing influence L3: Help seeking and sources of support L4: Binge drinking L5: Personal safety L6: Why do people

	L7: Living independently:		university introduction L6: Action plan		L7: Revenge porn*	become extremists? L7: Hate crime
Year 11	L1: Perseverance L2: Building self-esteem L3: Coping with stress L4: Growth mindset L5: Revision – target setting L6: Revision - Study skills L7: Revision – Time management	L1: Credit, debit cards and fraud L2: Credit ratings L3: Money Laundering L4: Economy – what influences my decisions L5: Economy – How can I make informed decisions? L6: Economy – why do my decisions matter? L7: Economy – saving, borrowing and protecting my money.	L1: Exploring personalised career suggestions L2: Post-16 options L3: Interview skills L4: Writing a CV L5: Writing an application letter L6: Building a network, next steps	L1: Family Diversity L2: Impact of divorce L3: Healthy family relationships L4: Fertility and reproductive health L5: First aid First aid training to be provided by BHF at some point this term.	L1: identifying unhealthy relationships L2: Managing unwanted attention L3: Reducing inappropriate behaviour L4: Safe sex and chem sex* L5: Fertility and reproductive health L6: Sexism and gender prejudice L7: Body shaming	

KEY STAGE FIVE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Healthy lifestyles	Safety and finance in everyday life	Careers	Forming and maintaining healthy relationships	Identity	Future choices and pathways
Year 12	L1: Body Image L2: Mental health disorders L3: Eating disorders	L1: Driver safety L2: E-safety and social media L3: First aid L4: Knife crime	L1: Transition to Higher Education L2: Exploring personalised	L1: Healthy relationships L2: Building relationships L3: Healthy sexual relationships	L1: Free speech L2: Hate speech L3: Feminism L4: Feminism 2 L5: Social Justice	L1: Resilience L2: Setting realistic goals L3: Self-awareness L4: The importance of

	<p>L4: The media and relationships L5: Coping with anxiety L6: Self-identity L7: Healthy coping mechanisms</p>	<p>L5: Prevent L6: Self-Defence First aid training to be provided by BHF at some point this term. Driver safety talk from NSRA at some point this term so only 6 lessons.</p>	<p>d career suggestions L3: Personal branding L4: Finding work experience L5: Choosing a university and course L6: Action plan</p>	<p>L4: Honour based violence L5: FGM</p>	<p>L6: Critical Thinking L7: Social Justice</p>	<p>personal presentation L5: Computer literacy UCAS launch with A Mellor at some point this term so only 5 lessons.</p>
Year 13	<p>L1: Personal Health L2: Health Services L3: Stress L4: Gambling L5: County lines L6: Online safety L7: Mindfulness strategies for mental health (yoga?)</p>	<p>L1: Alcohol abuse L2: Drugs, festivals and parties L3: Class C drugs L4: Money management L5: Tax and insurance L6: Interest and debt Driver safety talk from NSRA at some point this term so only 6 lessons.</p>	<p>L1: Building a network L2: University 101 L3: Personal branding L4: What employers want L5: Presentation skills L6: Action plan</p>	<p>L1: Dangers of dating L2: Dangers of dating 2 L3: Domestic Abuse L4: Safe sex and chem sex L5: Sexual assault</p>	<p>L1: Cultural appropriation L2: Ageism L3: Online subcultures and extremism L4: Tolerating intolerance L5: Critical thinking and fake news L6: Climate change L7: Work ethic and motivation</p>	

*Opt out lesson

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • 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 3: Parent form: withdrawal from sex education within RSE

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	

Appendix 4: Letter sent regarding changes to opt out and opportunity to withdraw

Dear Parent/Carer

This year we are continuing with our PSHE (Personal, Social and Health Education) programme of study for ALL students.

You may or may not be aware, that due to Government legislation changed which came into force in September 2020, ALL schools in the UK are required to offer Relationship and Sex Education (RSE) to all students as part of a fully comprehensive Personal, Social and Health Education curriculum. In line with the Department of Education recommendations, Kingsthorpe College along with all schools across the UK launched this in September 2020.

As part of Kingsthorpe College's PSHE programme, your child receives teaching on key concepts including:

- Mental Health and Well-Being
- Relationships/Healthy and Unhealthy Relationships
- Drugs and Alcohol and their effects
- Internet Safety/Consent and the dangers of digital content
- Sex Education/Sexual Health
- Human Rights
- Family/Types of family
- Your Community
- Careers and Life Skills

The main aim of this programme is to provide knowledge and understanding of the world around them, the communities that they live in, the laws and governments that serve us their goals, ambitions and careers options and their personal, social and mental well-being.

Relationship Education is based around the key principals of safe and healthy relationships based on love and respect. This is to encourage the eventual development of safe and healthy relationships in later life. Some specific units will develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage/co-habitation. The RSE Programmes for all year groups will be introduced to the variety of families and relationships including LGBT+ relationships (Lesbian, Gay, Bisexual and Transsexual plus) and adoption rights for LGBT parents.

It is possible for parents to withdraw their child from the teaching of Sex Education (with the exception of that which is taught in the Science National Curriculum), **but since 2020 parents are not** be able to withdraw their children from the teaching of **Relationship Education**. Parents have the right to withdraw their children from the non-statutory components of sex education within

RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

I feel that it is important to inform you that the sessions have been designed in line with **Department of Education** recommendations and with support from the PSHE association to ensure that the content is sensitive, comprehensively planned and age appropriate.

I have also taken the liberty of providing you with an outline of the programme of study for each academic year group for your perusal. Please do not hesitate to contact me if you would like any clarification or to ask any questions.

If you wish to withdraw your child from the lessons on sexual health and Sex Education would you please return to me the-opt out slip below to arrange a meeting with myself and the Assistant Headteacher to discuss the rationale and benefits of this programme of study.

Yours faithfully,

Strategic Lead for PSHE

Assistant Headteacher

.....

Dear Teacher

I would like to discuss the rationale behind the PSHE programme and therefore request a meeting / telephone conversation to discuss this.

Name of child: **Tutor Group:**

Signature of parent/carer:

Name of parent/carer:

Date: