



## Relationship and Sex Education Policy Whole School

### Rationale

The aim of 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 should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

At EHS all girls are prepared for the responsibilities and experiences of adult life. As part of this process, girls receive a comprehensive, well-planned programme of Relationship and Sex Education which supports their physical, mental, spiritual and moral development. By the end of secondary education we hope that all girls would have accessed and covered all those requirements as outlined in the guidance. See Appendix 2

This Policy takes full account of the school's legal obligations and the DFE guidance Relationship Education, Relationships and Sex Education (RSE) and Health Education last updated on the 9th July 2020. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 - Further details are in Appendix 1

### Linked Policies:

- Safeguarding policy
- PSHEE policies (Senior and Prep)
- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour policies (Senior and Prep)
- Anti-Bullying Policy

### Objectives

- to provide knowledge, information and support,
- to prepare pupils for the opportunities, responsibilities and experiences of adult life,
- to encourage personal responsibility and respect and consideration for others,
- to encourage self-esteem, dignity and self-respect,
- to foster sensitivity to the needs and views of others.

## Success Criteria

- A well planned curriculum so that pupils will have the appropriate knowledge and understanding to allow them to manage their lives in a responsible and healthy way.
- By the end of secondary education pupils will;
  - have learned the importance of values and individual conscience and moral consideration,
  - have learned the value of family life, marriage and stable and loving relationships for the nurture of children,
  - learned the value of respect, love and care,
  - explored, considered and understood moral dilemmas,
  - developed critical thinking as part of decision making,
  - learned to manage emotions and relationships confidently and sensitively,
  - developed self-respect and empathy for others,
  - learned to make choices based on an understanding of difference and with an absence of prejudice,
  - developed an appreciation of the consequences of choices made,
  - understood how to manage conflict,
  - learned how to recognise and avoid exploitation and abuse.

## Methodology

### 1. Implementation

#### Delivery

- planned aspects within Science, RS, Biology and other subjects,
- within the PSHEE programme,
- by specialists i.e. The Brook or other relevant agency in Year 9. A professional in sexual health in KS4 and KS5.

A variety of teaching approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Provision is made for pupils who miss lessons through illness or other reasons.

The relationship element of the RSE is taught from Years 1-11 in PSHEE and Tutorial time in Sixth Form. Reproductive biology is taught in Biology lessons in Year 7. Contraception and menstruation is also addressed in Biology lessons as well as timetabled PSHEE lessons in Year 7. Sex Education is enhanced by specialist outside agencies in Years 9, 11, 12 and 13. The Prep School Nurse covers physical and emotional changes in puberty in the PSHE lessons in our Prep School from the Summer term in Year 4 and then in Year 5 and year 6.

The School Nurse is available to discuss any queries pupils may have in relation to Relationships and Sex Education.

#### Material

A wide range of teaching resources are available to teachers. The scheme of work and PSHEE lesson plans can be accessed in advance of all lessons for review and can be located in the PSHEE OneDrive.

#### Staff

It is important that staff feel comfortable delivering the subject material. RSE teaching staff remain the same as far as possible on our RSE days with Year 9 and 12. Staff meet before delivery of the content and this is reviewed annually.

#### Specific Issues

The following issues may occur as part of Sex and Relationship Education. Staff, parents, and

pupils need to understand the school's procedures:

Pupils will be made aware that some information cannot be held confidentially, and helped to understand that if certain disclosures are made action will be taken. At the same time pupils are offered sensitive and appropriate support.

If staff believe there is disclosure of suspicion of possible abuse, the school's Safeguarding procedures will be invoked (see Safeguarding Policy).

Parents do not have the right to withdraw pupils from relationships education.

Parents do have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum (reproductive biology). A child can request sex education without their parent's consent from three terms before their 16th birthday.

Alternative arrangements will be made to supervise such children whose parents have withdrawn them from Year 9 RSE lessons.

Parents can access both the PSHEE and RSE policies throughout the year on our website and these contain topic lists for each year group.

Prep and Senior parents are also sent a letter in the Spring Term containing our RSE policy along with a form which can be used to inform us of any comments. This is monitored by the Head of PSHEE and the Pastoral Deputy. The parents of Senior School pupils are given the opportunity to attend an information evening (this can be online or in person) in order to engage with the policy and give further comments.

Before RSE lessons take place a letter to parents outlining the importance of the PSHEE programme and RSE is sent to all parents of the relevant year group which includes a form to indicate any withdrawals in Year 9. (Appendix 3)

We value the joint relationship with parents in respect of their daughter's sex education and are sensitive to cultural or religious views which may affect the delivery of certain aspects of the programme. We are always happy to meet parents to discuss any aspect of the Sex Education Programme.

In Prep the PSHE overview, containing the Relationships units of study, is discussed at the Parents' Information Evenings at the start of the year and is sent home as part of the Year Group Information Pack (Appendix 4)

Any complaints about the sex education curriculum should be made to the Headmistress.

### **The RSE Curriculum**

RSE is delivered through Personal, Social and Health Education (age 5-11) and Science lessons.

#### Key Stage One (5-7)

Pupils are taught:

- what it means to be a family and how families are different,
- people who care for them,
- being a good friend/ recognising hurtful behaviour, including bullying,
- ourselves and changes since birth,
- what it means to be private (personal space) including parts of the body that are private,
- identifying types of touch and how they make people feel eg hugs, kisses, a punch,



- how to ask for and give/ not give permission,
- responsibility for personal hygiene,
- respecting ourselves and others,
- identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles),
- life cycles including humans growing from young to old.

### Key Stage 2 (7-11)

Pupils are taught:

- differences between positive and negative relationships - safe relationships,
- different kinds of loving relationships: gender, faith, sexual orientation (upper KS2),
- responsibility for themselves and others in their relationships,
- Importance of self-respect and also respect for others,
- effects and consequences of bullying,
- peer influence and reconciling differences in friendships,
- Understanding privacy and personal boundaries, including online,
- Healthy and unhealthy choices,
- medicines and drugs: smoking and health,
- to identify external genitalia and reproductive organs,
- physical and emotional changes during puberty, including key facts about the menstrual cycle and menstrual wellbeing,
- recognising and responding to unwanted/ unacceptable physical contact, MY BODY, MY CHOICE,
- understanding meaning of discrimination,
- discusses personal identity including race, sex, faith. Introduces gender identity,
- Loss, grief and bereavement,
- Change and transition eg to new schools, growing up,
- basic reproduction in plants and animals.

### **Senior School: Science**

At Key Stage 3 (11-14) pupils are taught:

- that living things have structures that enable life processes to take place,
- that the nucleus contains chromosomes that carry the genes,
- the way in which some cell types, including sperm and ovum are adapted to their functions,
- the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta,
- how the foetus develops in the uterus,
- the physical changes that take place during adolescence.

At Key Stage 4 (14-16) pupils are taught:

- that the nucleus contains chromosomes that carry the genes,
- the way in which hormonal control occurs, including the effects of sex hormones such as FSH, LH, oestrogen and progesterone,
  - hormonal and non-hormonal methods of contraception,
  - the medical uses of hormones, including the control and promotion of fertility,
  - how variation may arise from both genetic and environmental causes,
  - that sexual reproduction is a source of genetic variation while asexual reproduction produces clones,
  - how gender is determined in humans,
  - the basic principles of genetic engineering, cloning and selective breeding.

## Senior School: PSHEE

At Key Stage 3 (11-14) we aim that pupils will:

- understand how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts,
- understand how to recognise and manage emotions within a range of relationships,
- understand how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters,
- learn about the concept of consent in a variety of contexts (including in sexual relationships),
- learn about managing loss including bereavement, separation and divorce,
- respect equality and be a productive member of a diverse community,
- be able to identify and access appropriate advice and support,
- recognise the importance of personal choice in managing relationships,
- know that AIDS and other diseases can be transmitted sexually,
- understand moral values and explore those held by different cultures or groups,
- understand the concept of stereotyping and identifying its various forms,
- be aware of the range of sexual attitudes and behaviours in present day society,
- understand that people have a right not to be sexually active,
- recognise that parenthood is a matter of choice,
- know in broad outline the biological and social factors that influence sexual behaviour and their consequences,
- understand aspects of British legislation relating to sexual behaviour, FGM and forced Marriage,
- consider the advantages and disadvantages of various methods of family planning.

At Key Stage 4 (14-16) we aim that pupils will build upon what was learnt in KS3 and:

- recognise and be able to discuss controversial issues such as conception, HIV/AIDS, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality,
- be aware of the availability of statutory and voluntary organisations which offer support
- in human relationships, for example, Relate,
- be aware of partnerships, marriage and divorces and the impact of loss, separation and bereavement,
- develop strategies to manage strong emotions and feelings,
- identify the characteristics and benefits of positive, strong, supportive, equal relationships,
- understand that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other,
- recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, FGM, forced marriage and rape and strategies to manage this or access support for self or others at risk,
- understand changes in personal relationships including the ending of relationships,
- develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support,
- understand the concept of consent in relevant, age-appropriate contexts building on Key Stage 3,

- understand diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them,
- understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism),
- how to seek consent and to respect others' right to give, not give or withdraw consent
- to engage in different degrees of sexual activity,
- recognise when others are using manipulation, persuasion or coercion and how to respond,
- recognise the impact of drugs and alcohol on choices and sexual behaviour.

## **Religious Studies**

### Key Stage 3

The Ten Commandments (adultery) Abraham (infidelity)

Journey of life (circumcision)

Moral Issues and the Rights of the unborn child

### Key Stage 4: Religion and Young People, Religion and Early Life

- heterosexuality/ homosexuality
- whether to have children
- abortion
- birth and initiation ceremonies
- raising children within a faith in contemporary society
- prejudice based on sexual orientation Religious Attitudes to Matters of Life
- surrogacy, fertility treatments (IVF, AIDS, AIH)

## **2. Monitoring**

### Prep

The PSHE Co-ordinator is responsible for monitoring the content and delivery of the curriculum and for implementing changes as necessary. The Co-ordinator will also support staff in delivering the content and sourcing suitable resources.

Staff are responsible for:

- Delivering Relationships & Sex Education in a sensitive way
- Modelling positive attitudes to Relationships & Sex Education
- Monitoring progress of their pupils
- Responding to the needs of individual pupils

The delivery of Relationships & Sex Education is monitored by

- Regular observations and work scrutinies (Padlet)
- Feedback in staff meeting time to improve practice

### Senior

The Head of PSHEE is responsible for monitoring the content and delivery of the curriculum and for implementing changes as necessary. The Head of PSHEE will also support staff in delivering the content and sourcing suitable resources. The Head of PSHEE will support the Heads of Year who co-ordinate the teaching and learning carried out by the Tutor Teams and Specialists. Form

Tutor meetings and Pastoral Team meetings will also contribute to the monitoring of the content and delivery of the curriculum.

Staff are responsible for:

- Delivering Relationships & Sex Education in a sensitive way
- Modelling positive attitudes to Relationships & Sex Education
- Monitoring progress of their pupils
- Responding to the needs of individual pupils

The delivery of Relationships & Sex Education is monitored by

- Regular department meetings
- Feedback in staff meeting time to improve practice

The Headteacher is responsible for ensuring that Relationships & Sex Education and PSHE Education is taught consistently across the school.

### Evaluation

In the senior school this policy is evaluated on an ongoing basis by the Deputy Head Pastoral and Head of PSHEE. Through meeting with the pastoral team and PSHEE teachers on a regular basis and through her monitoring of all pastoral issues in the school, the Deputy Head Pastoral can make effective judgements on whether the systems in place are working or whether, in consultation with the Headmistress, changes need to be made before the review of the policy.

In Prep, the delivery of the RSE curriculum is evaluated by the PSHE Co-ordinator and Prep Deputy Head Pastoral.

### Review

This policy will be reviewed every two years by the Deputy Head Pastoral in both the senior and preparatory departments.

Signed by the Headmistress

*C.A. Maers*

Signed by the Head of Prep

*Nina Hobson*

Approved by  
The Governing Body

Approved by Governing Body:

Date:

*1/11/24*

Review Date: September 2025



## **Appendix 1**

### Relationships Education, Relationships and Sex Education, and Health Education

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for Health Education.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

The regulations and guidance in relation to Health Education do not apply to independent schools - they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.



## Appendix 2

By the end of primary school:

<b>Families</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability</li><li>• the characteristics of healthy family life, commitment to each other, including</li><li>• 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</li><li>• that others' families, either in school or in the wider world, sometimes look</li><li>• 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</li><li>• that stable, caring relationships, which may be of different types, are at the</li><li>• heart of happy families, and are important for children's security as they grow up</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• how to recognise who to trust and who not to trust, how to judge when a</li><li>• 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</li><li>• the importance of respecting others, even when they are very different from</li><li>• them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• practical steps they can take in a range of different contexts to</li></ul>

	<p>improve or support respectful relationships</p> <ul style="list-style-type: none"> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• those in positions of authority</li> <li>• about different types of bullying (including cyberbullying), the impact of</li> <li>• bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p><b>Online and Media</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>
<p><b>Being Safe</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• about the concept of privacy and the implications of it for both children and</li> <li>• adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice, for example family, school or other sources</li> </ul>

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p><b>Families</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their</li> <li>• importance for bringing up children.</li> <li>• 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</li> <li>• have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children,</li> <li>• including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information</li> <li>• 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.</li> <li>•</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity,</li> <li>• boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or</li> <li>• support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race,</li> <li>• religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of</li> <li>• bullying, responsibilities of bystanders to report bullying and how</li> </ul>



	<p>and where to get help.</p> <ul style="list-style-type: none"> <li>• that some types of behaviour within relationships are criminal, including</li> <li>• violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010)</li> <li>• and that everyone is unique and equal.</li> </ul>
<p><b>Online and Media</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another</li> <li>• has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and</li> <li>• not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content .</li> <li>• that specifically sexually explicit material e.g. pornography presents a</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created</li> <li>• by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation,</li> <li>• abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others,</li> <li>• including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-</li> <li>• one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul>

<p><b>Intimate and sexual relationships, including sexual health</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options</li> <li>• available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally</li> <li>• accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs,</li> <li>• are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who</li> <li>• contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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## Appendix 3

### Exemplar letter to parents:

Dear Parent/Guardian

#### Year 9 Personal, Social, Health and Economic Education

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social, Health and Economic Education (PSHEE) course. This looks at many topics including relationships, physical/emotional health and living in the wider world. The aim of the PSHEE course is to help our pupils make safe and informed decisions during their school years and beyond. I write to inform you that as part of the PSHEE curriculum on Friday 7th June the girls in Year 9 will take part in a Relationship and Sex Education (RSE) day and will receive follow-up teaching in their PSHEE lessons.

#### The Key Aims of RSE

- Provide accurate and relevant information about the physical and emotional changes young people will experience through their formative years and into adulthood.
- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and partnerships.
- Foster self-awareness and self-esteem.
- Develop a sense of responsibility and respect for themselves and others.
- Topics will include:
  - What does love mean? Healthy and Unhealthy relationships
  - Communication and Consent
  - Sexual Health and Contraception
  - Q & A

If young people can start their transition into adulthood informed and with the confidence and knowledge to understand what is happening to them, they will grow into confident and healthy adults able to make positive choices.

We believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

#### Consenting to RSE Lessons

Parents can withdraw their children from the lessons three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school is obliged to make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. If you are happy for your daughter to attend, there is no need to respond to this letter.

If you would like your daughter to be exempt from the RSE workshop and follow-up lessons, please fill in the form below by clicking the link. Pupils who are not participating on the day will still be expected to attend school:

<https://forms.office.com/Pages/ResponsePage.aspx?id=k7SrU6Z3pUqBaZzHtGBivCvhqExaVChEvYC1xUaK9ztUNjJGTFVHS1A1NjVIUDJGMDkxNDcxRzdGQS4u>



Please do not hesitate to contact me if you have any questions or require any further information.

Yours sincerely,

Miss Emily Wood  
Head of PSHEE



## Appendix 4

### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

Autumn: Relationships				Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	
Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	
What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	
Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	
Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies; first aid and my body, my choices	
Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	