

Greenford High

School Policy Document



Relationships and Sex Education Policy

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Relationships and Sex Education Policy

1. Rationale

Definition: The following policy refers to Relationships and Sex Education at Greenford High School.

- We define Relationships and Sex Education (RSE) as learning about families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships including friendships.
- RSE education is taught as part of PSHCE lessons. Aspects of sex education may also be covered within the national science curriculum.
- RSE is about the emotional, social and cultural development of pupils, 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.
- RSE is an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences. Relationships and Sex Education also provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is, therefore, a tool to safeguard children.
- RSE contributes to the foundation of PSHCE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.
- Aspects of RSE are taught as an integral part of the school's PSHCE provision throughout high school from year 7 to year 11. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Please see **Appendix 1** to see how and where RSE will be taught and covered at Greenford High School.

RSE and Ofsted:

- The 2019 Ofsted Framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced

marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

- The 2019 Ofsted Framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Moral and Values Framework:

- The RSE Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The RSE Policy will be complimentary with the Religious Education Statement of Intent at Greenford High School.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a foundation secondary school, we must provide RSE to all pupils as per the Children and Social Work Act 2017.

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

At Greenford High School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

The Department for Education and Ofsted have clearly outlined aspects of RSE that are statutory in all high schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – initially the school's extended Senior Leadership Team looked at the policy as well as discussing local and national guidance for Relationships Education.
2. **Staff consultation** – the policy was then shared with staff online and staff were then asked to comment and make suggestions/amendments. Staff were also asked about training needs, and these were incorporated into RSE training at the start of the academic year.
3. **Parent consultation** – once staff had been consulted, the policy was shared with parents on the school's website. Parents were given the opportunity to look through the policy and offer comments/suggestions.
4. **Pupil consultation** – We consulted with pupils via the 2019 and 2021 Health Related Behaviour Surveys. The results of these survey were then used to inform the policy and inform the delivery of RSE in our school. A pupil focus group was also held so that pupils could feed into the content of the policy.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified. The policy was then ratified by the governing body on the date of Students Committee in Summer Term 2020.

This policy will be reviewed every two years, with the next review in January 2023.

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of RSE at our school is to:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively.
 - Be aware of their sexuality and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender).
- Understand the arguments for delaying sexual activity and the reasons for having protected sex.
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting, pornography and online grooming
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary treatment.
- Know how the law applies to sexual relationships.
- Understand what consent means and factors that influence one's ability to consent

5. Equal Opportunities

- Greenford High School believes that RSE should meet the needs of all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships and Sex Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.
- Greenford High School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and

sensitively with sexual orientation, answer appropriate questions and offer support.

- The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.
- In the planning and delivery of lessons, special consideration will be given to tailoring the programme to meet with the specific needs of students at key times.
- Special consideration will also be given to thinking about the gender dynamics of particular topics, along with provision for our most vulnerable students, whether this is through SEN, Pupil Premium or our LAC cohort.

6. Delivery of RSE: Content, delivery and training

Content:

- RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. Our school uses the scheme of work developed by the Ealing Health Improvement Team to deliver Relationships and Sex Education. Biological aspects of RSE are sometimes taught within the science curriculum, and other aspects of sex education are also included in health education. A breakdown of what is covered in Science, Health Education and RSE can be found in **Appendix 1**.
- RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - Families
 - Respectful relationships including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health
- The above points are covered in an age appropriate way from Year 7 to Year 11 (see **Appendix 2** more detail). 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, LGBTQ+ 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).

- Sex education is covered in RSE lessons, PSHCE lessons and within the National Science curriculum.
- For more information about our RSE curriculum, see **Appendix 2. Appendix 2** outlines the learning objectives for RSE.

Delivery:

- RSE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health and Citizenship Education (PSHCE). This includes lessons on how to keep themselves and their bodies safe and what to do if they are worried about any changes to their body.
- RSE will usually be delivered by a member of school staff. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.
- RSE is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- RSE will be assessed as part of the wider PSHCE curriculum.
- Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.
- Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.
- The following are protocols teachers follow for discussion ('Ground Rules'):
 - No one (teacher or pupil) will have to answer a personal question;
 - No one will be forced to take part in a discussion;
 - Only correct/agreed names for body parts will be used;
 - Meanings of words will be explained in a sensible and factual way;
 - The use of a question box may help to lessen embarrassment of asking questions;
 - Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their RSE.

Keely Juster is the member of staff who monitors the implementation of Relationships Education. This monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

RSE is assessed and evaluated by learning walks, book looks and feedback from staff and students.

Training:

- Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- The headteacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

7. Child Protection

Although the legal age of consent is 16 years old, there are young people who are sexually active under the age of 16. If anything is disclosed during a RSE lesson that would indicate that a student is sexually active before the age of consent, or are involved in a relationship that may not be healthy, then they should pass their concern to the Child Protection Team, using the usual method of referral.

The Child Protection Team, in consultation with relevant staff, both in and out of school, will then determine what action should be taken, given the Fraser Guidelines and the safeguarding of the child.

Parents and carers will be contacted within the normal parameters of safeguarding concerns, bearing in mind the age of the child, the situation and the potential risk that may be posed if parental/carer contact is made before advice and guidance has been sought.

All staff, students and parents and carers are aware of the methods of referral, if there are concerns, and these referral methods are clear in signs around the school, relevant school policies, and communication to parents, both at meetings and on the school's website.

Students are directed to a number of support systems, including those in school, external agencies, or appropriate help lines and organisations, depending on the nature of the concern and issues raised.

If issues are raised in meetings with professionals, or external bodies, the DSL will

be contacted in the first instance, and procedures will then be followed from that point.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Staff will also be referred to the:

- 1) **Keeping children safe in education - statutory guidance for schools and colleges, September 2021** - [here](#).
- 2) **Working together to safeguard children 2018** - [here](#).

8. Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the RSE programme at the start of the academic year, as part of information provided on what their children will be learning.

The school will liaise with parents through:

- o Expectations and Induction Evenings
- o School website
- o Letter (**Appendix 3**)

The school encourages parents to discuss RSE with their headteacher, PSHCE lead or the child's tutor and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents and carers 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.

Requests for withdrawal should be put in writing and addressed to the headteacher.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are open, incorrect and unreliable and can expose children to information which is not appropriate for their age.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher, or an appropriate member of the Senior Leadership Team, will

discuss the request with parents and take appropriate action. It will be made very clear what aspects of RSE parents and carers can and cannot withdraw from.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class or member of staff, depending on what is more appropriate, until that specific lesson is over.

9. Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see **Appendix 1**).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to Relationships Education;
- Monitoring progress;
- Responding to the needs of individual pupils.

Lessons will be planned for staff to deliver, with the expectation that staff will look at those resources in advance, so that they are best able to deliver them effectively.

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

All teaching staff, including cover teachers, will deliver RSE lessons. Keely Juster is responsible for leading PSHE and RSE in this school, and the line management of the area is the Senior Leader with overall responsibility for Child Protection and Inclusion.

Pupils

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

APPENDIX 1: Curriculum coverage – Science, RSE and Health Education

Relationships Education	Sex Education	Science	Health education
<p>Families</p> <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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 	<p>Key Stage 3:</p> <ul style="list-style-type: none"> ○ reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta ○ reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms <p>Key StAge 4:</p> <ul style="list-style-type: none"> ○ communicable diseases including sexually transmitted 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> ○ how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ○ that happiness is linked to being connected to others. ○ how to recognise the early signs of mental wellbeing concerns. ○ common types of mental ill health (e.g. anxiety and depression). ○ how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ○ the benefits and importance of physical exercise, time outdoors, community participation and voluntary and

parenting.			service-based
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<ul style="list-style-type: none"> ○ 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. 		infections in humans (including HIV/AIDs)	activities on mental wellbeing and happiness.
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<p>Respectful relationships including friendships</p> <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 	<ul style="list-style-type: none"> ○ what constitutes sexual harassment and sexual violence and why these are always unacceptable. 		<p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of
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<p>or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ○ 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 			<p>debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> ○ how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
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equal.			
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<p>Online and media</p> <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 sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe 	<ul style="list-style-type: none"> ○ 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. 		<p>Physical health and fitness</p> <ul style="list-style-type: none"> ○ the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ○ the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill health. ○ about the science relating to blood, organ and stem cell donation.
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<p>penalties including jail.</p> <ul style="list-style-type: none"> ○ how information and data is generated, collected, shared and used online. 			
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<p>Being safe</p> <ul style="list-style-type: none"> ○ the concepts of, and laws relating to, abuse, grooming, coercion, harassment, 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, and how and when consent can be withdrawn (in all contexts, including online). 	<ul style="list-style-type: none"> ○ the concepts of, and laws relating to, sexual consent, sexual exploitation, rape, ○ 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). 		<p>Healthy eating</p> <ul style="list-style-type: none"> ○ how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
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<p>Intimate and sexual relationships, including sexual health</p>	<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 		<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ○ the law relating to the supply and possession of illegal substances. ○ the physical and psychological risks associated with alcohol consumption and what constitutes
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	<p>potential impact of lifestyle on fertility for men and women and menopause.</p> <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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). <ul style="list-style-type: none"> ○ how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through 		<p>low risk alcohol consumption in adulthood.</p> <ul style="list-style-type: none"> ○ the physical and psychological consequences of addiction, including alcohol dependency. ○ awareness of the dangers of drugs which are prescribed but still present serious health risks. ○ the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
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	safer sex (including through condom use) and the		
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	<p>importance of and facts about testing.</p> <ul style="list-style-type: none"> ○ 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. 		
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			<p>Health and prevention</p> <ul style="list-style-type: none"> ○ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ○ about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ○ (late secondary) the benefits of regular
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			<p>self-examination and screening.</p>
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			<p>Basic first aid</p> <ul style="list-style-type: none">○ basic treatment for common injuries.○ life-saving skills, including how to administer CPR.15○ the purpose of defibrillators and when one might be needed.
			<p>Changing adolescent body</p> <ul style="list-style-type: none">○ key facts about puberty, the changing adolescent body and menstrual wellbeing.○ the main changes which take place in males and females, and the implications for emotional and physical health.

APPENDIX 2: RSE learning objectives

Through the delivery of the RSE programme, we hope to meet the following learning objectives:

- To develop respect, value, love and care of themselves and others including respect for individual and cultural differences;
- To develop understanding and promote sensitivity towards the needs and views of others and model appropriate behaviours;
- To develop the skill of assertion while being safe and appropriate and to learn to deal with conflict;
- To understand the impact of choices made and the possible consequences;
- To express preferences and communicate needs with respect and sensitivity to others;
- To discuss moral issues including concepts associated with right and wrong;
- To encourage responsibility for their own actions and promote positive self-images;
- To develop self-respect, self-awareness and self-esteem;
- To develop the skill of empathy;
- To explore responsibility to the school, their family and the wider community and to experience the benefits of being part of a community;
- To develop body awareness and physical control;
- To develop an understanding of their ability to influence the environment;
- To develop a knowledge of gender, growth and development;
- To learn when privacy is appropriate and how to protect one's own privacy;
- To promote a positive attitude to body changes around puberty and develop the skills needed to cope with them;
- To develop an understanding of physical feelings, including physiological responses to touch;
- To develop an understanding of own and others' sexuality, sex health, emotions and relationships;
- To learn about healthy lifestyles.

APPENDIX 3: Letter for Parents/Carers

Dear Parent/Carer

We are writing to inform you about Relationship and Sex Education lessons that will be taking place at school in the near future.

Nowadays there is a vast amount of, sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc which young people may have access to, and this can sometimes make an already confusing time seem even more complicated! Therefore, as part of the school's Personal, Social, Health and Citizenship Education programme, your child will soon receive lessons on relationships, sexual health and puberty.

The purpose of Relationships and Sex Education (RSE) is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should 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.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school may reinforce what you are already doing at home.

The key aims of RSE are to:

- Provide accurate and relevant information about the physical and emotional changes that children and 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 marriage;
- Foster self-awareness and self-esteem;
- Develop a sense of responsibility and respect for themselves and others.

The programme will cover:

- Love, Marriage and Relationships
- Puberty
- Menstruation
- Personal Hygiene
- Reproduction

You are welcome to contact either Ms Juster, the Head of PSHCE, or Ms Grimley, Deputy Headteacher, to discuss the programme or to view any of the teaching materials used.

Yours sincerely -
Head of Year