EDGBASTON HIGH SCHOOL

Relationship and Sex Education (RSE) Policy (Including EYFS)

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 15th July 2025. 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 (for further details see Appendix 1).

Linked Policies:

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

Objectives (whole school)

- 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 raise self-esteem and confidence, dignity and self respect.
- to foster sensitivity to the needs and views of others.
- To have a clear understanding of their human rights in the wider world and online
- To have a deeper understanding and respect for ethnicity, culture, religion and others' life choices

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 primary education pupils will have covered:

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

  Caring friendships
  Pupils should know:
  - how important friendships are in making us feel happy and secure, and how people choose and make friends
  - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
  - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
  - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
  - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

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

Online relationships

Pupils should know:

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

Being safe

Pupils should know:

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

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, report and avoid exploitation and abuse.

Methodology

1. **Implementation**
   Safeguarding

   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).

   - **Prep**-teachers need to be aware that effective Relationship and Sex Education, which brings an understanding of what is, and is not acceptable in a relationship, may lead to the disclosure of a child protection issue. The staff member will inform Claire Robinson, DSL, in line with procedures for child protection. A member of staff cannot promise confidentiality if concerns arise. If Claire Robinson is unavailable, the member of staff should inform the DSL in the Senior School, Toni Cirillo-Campbell or one of the DDSLs-Nina Hobson, Naomi Owen-Jones as soon as possible and utilise the MyConcern system of reporting to ensure appropriate action is taken.

   Subject Content
   RSE is delivered officially through Personal, Social and Health Education (age 5-13) and Science lessons.

   EYFS
   In EYFS, Personal, Social and Emotional Development (PSED) is a prime area which is woven throughout the whole EYFS curriculum. It is the foundation on which we build all the other developmental areas focusing on the three areas: self-confidence and self-awareness, managing feelings and behaviour, and making relationships.

   Key Stage One (5-7)
   Pupils are taught:
   - the principle of mutual respect and acceptance of those with different faiths and beliefs in a way which promotes tolerance and harmony between different cultural traditions and non discrimination against protected characteristics
   - 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.
- 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.
- physical and emotional changes during puberty, including key facts about the menstrual cycle and menstrual wellbeing.
- Year 6 Summer Term Science Curriculum to follow on, including one lesson covering Sex Education, focussing on the biological elements rather than relationships.

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.
- be aware of the rights of the LGBT community in relation to the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.
- consider the advantages and disadvantages of various methods of family planning.*
- understand that sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.*
- aware of misinformation surrounding sex and sexual activity.*

At Key Stages 4 and 5 (14-18) 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.
- 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
- understand that a person will engage in different degrees of sexual activity at the right time for that individual.*
- 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)
- Rites of Passage (circumcision)

Key Stage 4:

- All students will study Religious Studies as part of Year 10 and 11 Tutorial.
- This will include discussion of contemporary ethical issues including abortion.
- Key Stage 4 Students can opt to study AQA Religious Studies which includes:
- 3.2.1.1 Theme A: Relationships and families
- Sex, marriage and divorce
- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.
- Families and gender equality
- The nature of families, including:
- the role of parents and children
- extended families and the nuclear family.
- The purpose of families, including:
- procreation
- stability and the protection of children
- educating children in a faith.
- Contemporary family issues including:
- same-sex parents
- polygamy.
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.
- 3.2.1.2 Theme B: Religion and life
- The origins and value of human life
- The origins of life, including:

- religious teachings about the origins of human life, and different interpretations of these
- the relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.

- Key Stage 5:
- Some students opt to study Edexcel A Level Religious Studies. This includes:
- Sexual Ethics
- The contribution of at least one world religion on issues in sexual ethics, including the teaching of sacred text(s) and understanding of the diversity of religious approaches, sexual relationships in and outside of marriage, including pre-marital sex, adultery, promiscuity, same-sex relationships, including marriage and civil partnership, contraception and childlessness, secular ethical approaches to these issues and social and cultural influences on them.
- The continuing relevance and application of religious teachings and beliefs on sexual ethics, strengths and weaknesses of changing social attitudes, the success or otherwise of contributions from ethical theory in making decisions in matters of sexual ethics.

Note that any bullet point marked with * is classed as sex education. Whilst relationships education does not involve explaining the detail of different forms of sexual activity, it can cover sensitive topics, such as sexual violence, in order to keep children safe.

Delivery

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.

In the **Preparatory School**:

- the content is delivered by class teachers. The Prep School Matron is also available to help answer any questions the girls may wish to ask her, particularly in Key Stage 2.
- **Ground rules**-these are essential to provide an agreed structure to answering sensitive or difficult questions and this will vary depending upon the age of the child. If a pupil uses abusive terms or sexual language in the playground, the child's class teacher should be informed and appropriate action taken.
- **Use of visitors**-'Visitors should complement, but never substitute or replace planned provision. It is the PSHE Co-ordinators and teachers' responsibility to plan the curriculum and lessons' Relationship and Sex Guidance DfEE 0116/2000 P 29.6.11.

In **Senior school**:

- the relationship element of the RSE is taught from Years 7-13 in PSHEE.
- Reproductive biology and menstruation are taught in Biology lessons in Year 7 by science teachers.
- Menstruation is also taught in Year 7 PSHEE by the PSHEE class teacher.
- RSE is part of PSHEE and is delivered by the RSE team in Year 9, 11, 12 and 13.
- Sex Education is also enhanced by specialist outside agencies; the Brook Clinic are invited to speak to Year 12. Use of external agencies follows the school's protocols for hosting guest speakers; lesson content is reviewed in advance and speakers accompanied by a member of school staff at all times.
- The Medical Team is also available to discuss any queries pupils may have in relation to Relationships and Sex Education.

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 are located in the PSHEE OneDrive for staff in the senior school.

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 – 13 and within the PSHEE staffing. Staff meet before delivery of any RSE content and this is reviewed continually by the Head of Department.

Responding to Pupil Questions

In line with statutory guidance, the school recognises that pupils may, on occasion, ask questions related to RSE that fall outside of the curriculum content we deliver in primary education, or that relate to aspects of sex education from which a child has been withdrawn at parental request. Teaching staff will respond to all pupil questions in a way that:

- respects parental rights; where a child has been withdrawn from sex education content, staff will not provide direct instruction or discussion on the withdrawn content but will instead sensitively acknowledge the question and, where appropriate, suggest the child speaks with their parent or trusted adult at home.
- protects safeguarding and wellbeing; if a pupil's question raises any safeguarding concerns, it will be handled in accordance with the school's safeguarding policy. All staff are trained to recognise and respond appropriately to such concerns.
- maintains age-appropriate boundaries; teachers will respond to questions using age-appropriate language and within the framework of what is developmentally suitable.
- uses a consistent approach; staff will follow agreed protocols for managing questions that fall outside the taught curriculum, including the use of a question, allowing time to reflect and, where necessary,**(Senior School)** consult with the Head of Department or the Deputy Head Pastoral before responding, (**Prep School)** consult with the PSHE Co-ordinator, Deputy Head or Head of Prep before responding.
- supports open dialogue; while we do not teach sex education beyond the national curriculum for science at primary level, we recognise children may be curious. Staff will aim to respond in a factual and non-judgmental manner, signposting to trusted sources or encouraging discussions at home, rather than providing detailed answers where this would go beyond the school's curriculum.

Rights to be Excused from Sex Education (previously referred to as the right to withdraw)
Parents do not have the right to excuse pupils from relationships education.
Parents do have the right to excuse 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 find the government guidance on their rights to excuse their child from some or all aspects of sex education in Appendix 3.

Parental Engagement
Parents can access both the PSHEE and RSE policies throughout the year on our website and these contain topic lists for each year group. The topic lists can be found in Appendix 4 for the Preparatory School and Appendix 5 for the Senior School.

Senior School:
Parents are sent a letter containing our RSE policy along with a Microsoft Form which can be used to inform the school of any comments. This is monitored by the Head of PSHEE and the

Pastoral Deputy in the Senior School. Parents are given the opportunity to attend an information evening (this can be online or in person) in order to engage with the policy, view sample resources and give further comments. Parents can request a copy of the presentation from the information evening following the event and any further comments are welcome. The policy and curriculum are reviewed by the Head of PSHEE and the Deputy Head Pastoral following correspondence with parents.

Before RSE lessons take place a letter outlining the importance of the PSHEE and RSE programme is sent to all parents of the relevant year group. This details details of the RSE, such as the date and content and it includes a Microsoft Form to indicate any wishes to excuse their child from sex education in Year 9. (An exemplar letter can be found in Appendix 6).
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. The school will readily meet parents to discuss any aspect of RSE and share resources related to RSE; queries should be sent to the Head of PSHEE in the first instance.

Prep:

- **Parental consultation**-the school informs parents when aspects of the RSE programme are taught and provides opportunities for parents to view the videos and resources being used, upon request. Consideration of any significant changes are included on the agenda of our Termly Parent Forums.
- Parents have the right to withdraw their children from those aspects of RSE that are not included in the National Curriculum Science Orders. However, by working in close partnership with parents we hope they recognise the importance of this aspect of their daughter's education.

In Prep the PSHE overview, containing the Relationships units of study, is included in the Parents' Information Evenings. (Appendix 4)

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

Accessibility

The school is committed to ensuring that all students, including those with SEND and EAL, have full access to a broad, balanced, and inclusive RSE curriculum. We recognise the importance of promoting personal development, wellbeing, and life skills for all learners, particularly those who may face additional challenges.

Key Strategies

- Differentiation: Lessons are planned with differentiation in mind, taking into account the individual needs and learning profiles of pupils with SEND. This may include adapting content, using visual aids, simplifying language, or providing alternative ways to record learning. Staff will plan lessons using the pupil information on the platform ISAMS.
- Collaboration with Learning Support: The PSHEE department works closely with the Learning Support staff to ensure effective planning and provision for pupils with additional needs.
- Use of Support Staff: Where appropriate, teaching assistants or support staff are involved in RSE lessons to help scaffold learning, manage emotional responses, and facilitate participation.
- Safe Environment: A supportive and non-judgmental classroom culture is maintained through clear ground rules to ensure all students feel safe to contribute and engage with sensitive or challenging topics.
- Access to Resources: Specialist or adapted resources can be provided where necessary to support understanding.

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 scruntinies (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 where appropriate who co-ordinate the teaching and learning carried out by the Tutor Teams and Specialists. Form Tutor meetings and Pastoral Team meetings can also contribute to the monitoring of the content and delivery of the curriculum.

All RSE teaching staff are responsible for:

- Delivering Relationships and Sex Education in a sensitive and meaningful way.
- Modelling positive attitudes to Relationships and Sex Education.
- Monitoring progress of their pupils.
- Responding to the needs of individual pupils including those with SEND.

The delivery of Relationships and Sex Education is monitored by

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

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

Evaluation

Senior School

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.

Prep School

In the Prep School, Monitoring is the responsibility of the Head of Prep, named Governor and PSHE Co-ordinator who is responsible for Relationship and Sex Education.

Review

This policy will be reviewed every year by the Deputy Head in the preparatory department and the Head of PSHEE in the senior school. This policy is approved by the Headmistress and the Board of Governors.

Signed by the Headmistress: CAMacro

Signed by the Head of Prep: N Hobson

Approved by the Governing Body: Approved by The Governing Body

Date: 1/9/26

Review Date: September 2027

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

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Secondary relationships and sex education curriculum content

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

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.[8]
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.[9]
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.[10]
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or

assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. 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.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3

Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Appendix 4

Preparatory School Thematic Overview of PSHEE and Relationship Education

Primary PSHE education | Long-term overview

Statutory RSHE | Statutory RSHE | Economic Wellbeing & Careers | Economic Wellbeing & Careers

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of EYFS materials.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing- information for parents prior to lesson- grief and loss	Keeping safe online	Me, my body and staying safe- information to parents prior to lesson	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up. Puberty Talk- information to parents prior to lesson	Families and growing Together-information to parents prior to lesson
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries- My Body My Choice. Puberty Talk Recap – information to parents prior to lesson.	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing- information to parents prior to lesson- grief and loss.	Managing money and online spending	Changes in puberty *Puberty Talk Recap- information to parents prior to lesson*	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Appendix 5

Senior School Topic lists for PSHEE, including RSE
Topics are subject to change based on the immediate needs of the EHS community

Year 7:

Autumn Term	Managing Change and Friendships
	Digital Literacy
Spring Term	Safety
	Puberty
Summer Term	Health and Wellbeing

Year 8:

Autumn Term	Drugs, alcohol, vaping
	Finance and economy
Spring Term	Next Generation Awards Citizenship Project
	Prejudice and stereotyping
Summer Term	Mental health
	Safety

Year 9:

Autumn Term	Careers
	Careers Project
Spring Term	Character Education
	RSE (including re-cap of reproduction taught in Year 7 Biology, healthy and unhealthy relationships, communication and consent, the UK law, sexual Health and contraception, nude image sharing, Q+A session).
Summer Term	RSE continuation
	Mindfulness

Year 10 and 11:

Module	Overview
Substances (10)	Drugs, alcohol and vaping – peer pressure and awareness.
Online Financial Harms (10)	Online shopping, consumer rights, fraud, digital currency
Committed Relationships (10 and 11)	Legal commitment, marriage and the law and parenting.
Feminine Health (11)	Body health, fertility, routes to parenthood and pregnancy options and terminating a pregnancy.
RSE (11)	The digital world, unrealistic expectations, the importance of consent and how to stay safe online. A follow-up RSE Q+A is held by staff.

Sixth Form:

Pupils are taught in form time and follow a two year cycle of modules. The list below demonstrates the topics covered over a two year period.

Pupils in Year 13 will attend an RSE workshop in Spring Term 2 and Year 12 will follow an RSE module in Summer Term 2.

Module	Overview
Drugs and Alcohol	Understanding limits, risks and harms involved with substances in social settings and the wider harm on society.
First Aid	Basic first aid training including CPR.
Body Image	Body modifications inclusive of tattoos, piercings, aesthetics and plastic surgery, body image and AI.
Feminine Health	Breast health, how to check your breasts for signs of harm and where/how to seek support.
Modern Families	The law in England and Wales in relation to marriage, civil partnership, co-habitation and non legal ceremonies.
Finance	Budgeting in the real world, HMRC tax, household costs, staying financially safe online.
Physical Health	Medical services in the UK, donor rights, importance of sleep.
Personal Safety	Staying safe relating to transport, travel, socialising, university life, online.
Mental Health	Information and strategies relating to mental health and mental illness; how/where to seek support and how to manage.
Online Financial Harms	High-risk online spending, gambling, digital assets, cryptocurrency, consumer rights, online relationships (including online dating).
RSE	Year 12: Consent, coercion, sexually transmitted infections*, contraception*, nude image sharing, relationship abuse. * indicates this is led by the Brook Clinic. Year 13: Students leaving school say they feel excited and apprehensive of their futures. This talk is centred around practical information, tips for keeping emotionally healthy, being as prepared as possible and locating the resources available before they may need them.

Appendix 6

Exemplar letter to Year 9 parents:

Dear Parent/Guardian

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 *INSERT DATE* 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

1. Provide accurate and relevant information about the physical and emotional changes young people will experience through their formative years and into adulthood.
2. Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and partnerships.
3. Foster self-awareness and self-esteem.
4. Develop a sense of responsibility and respect for themselves and others.

Topics will include:

1. What does love mean? Healthy and Unhealthy relationships
2. Communication and Consent
3. Sexual Health and Contraception
4. 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.

Right to excuse a child from sex education

Parents can excuse their children from some or all aspects of sex education three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be excused, 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 to discuss excusing your child from some or all aspects of sex education, please fill in the form below by clicking the link by *insert date* and I will get in contact with you in advance of the education. Pupils who are not participating in the workshop(s) will still be expected to attend school:

Link inserted

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

Yours sincerely,
Insert Name

Head of PSHEE

Appendix 7

Protected characteristics & Equality Act 2010

Everyone in Britain is protected by the Equality Act 2010.

The Equality Act 2010 brings together a number of existing laws into one place so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful. The "protected characteristics" under the Act are (in alphabetical order):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation