



**ST PETER'S SCHOOL  
RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

Date Reviewed: November 2024

Date of Next Review: November 2025

Reviewer: Associate Assistant Head Teacher (Jane Burniston)

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Document Control		
Edition	Issued	Changes from previous
1	Jan 2020	Reissue
2	Nov 2021	Minor changes
3	Nov 2022	Addition of reference to Student Equality and Diversity policy
4	Nov 2023	Minor amends in line with KCSIE changes
5	Oct 2024	Minor amends re KCSIE/Health Related Behaviour Survey/addition of curriculum maps

Consultation	
Parents	Via Parent panel meeting on 20/11/24
Governors	Via C & S meeting on 07/11/24
Students	Via Student Voice 12/11/24
Staff	All staff bulletin 04/11/24

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
<p>This policy <b>links to other school policies</b> on:</p> <ul style="list-style-type: none"> <li>Child Protection and safeguarding</li> <li>Code of Conduct for All Adults</li> <li>Behaviour</li> <li>Anti-Bullying</li> <li>Student Equality and Diversity</li> </ul> <p><b>Links to other documents:</b></p> <ul style="list-style-type: none"> <li>Academies Act</li> <li>Children and Social Work Bill 2017.</li> <li>Digital Romance Report December 2017</li> <li>Education Act 2002</li> <li>Education and Inspection Act 2006</li> <li>Equality Act 2010</li> <li>Health-Related Behaviour Survey 2024 SHEU</li> <li>International technical guidance on sexuality education UNESCO</li> <li>It's just everywhere' Sexism in Schools Report December 2017</li> <li>KCSIE 2024</li> <li>Keeping Children Safe in Education 2018 including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> <li>Governors</li> <li>Parents</li> <li>Head of PD</li> <li>PD Specialist teachers</li> <li>Designated Lead for Child Protection/Safeguarding</li> </ul>

<p>National Curriculum (DfE 2014)          Not Yet Good Enough (Ofsted 2013) (report on PSHE)          Programme of Study for PSHE Education (PSHE Association)          RSE and Health Education Autumn 2020  <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>          Sex and Relationship Education Guidance' (DfEE 2000) and Sex and Relationships Education for the 21<sup>st</sup> Century'.          Sex and Relationships Education for the 21st Century' (Brook, PSHE Association, Sex Education Forum)          Sex Education Forum Guidance &amp; Resources (Sex Education Forum)          Sexting in schools and colleges: Responding to incidents and safeguarding young people UKCISS          Sexual Health Enquiry – Health and Social Care Committee Oct 2018          Sexual Health Improvement Framework 2013          Shhh....No Talking – LGBTQ Inclusive RSE in the UK 2016          The link between pupil health and wellbeing and attainment 2014 Public Health England          This policy draws on and is informed by the following national and local documents:          Transforming Children and young people's Mental Health Provision July 2018          Young People, Relationships and Sex – The New Norms (IPPR 2014)</p>	
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# St Peter's School

## Relationships and Sex Education Policy

### 1 Context

#### 1.1 RSE in our school

In our school, RSE enables young people to learn about emotional, social and physical aspects of their lives, about themselves and their relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and off-line. RSE enables young people to explore their own attitudes and those of others respectfully.

RSE makes a major contribution to fulfilling our school's ethos which is Learn, Aspire, Exceed. We work together with our students to make sure every individual has the best chance of success, now and in the future.

#### 1.2 Context of Wider PD

##### 1.2 Context of Wider PD

We deliver RSE as part of our wider provision of Personal Development, which also includes statutory Health Education. Other areas of our work, such as teaching about fundamental British Values, are also relevant to our teaching in RSE.

The aims of RSE are further supported by interventions, extracurricular and enrichment activities we provide. For example, our pastoral support provision, the extra-curricular provision we offer e.g. Kite Club, DoE award, School Council, developing as a healthy school, social skills interventions e.g. Growth Mindset.

We understand that our school environment must complement our RSE curriculum provision in order for it to positively affect students' behaviour and attitudes. We endeavour to ensure that all adults in schools act as positive role models for our students. All will take steps to ensure that our responses to all behaviours based on disrespect, ignorance, prejudice, fear or hatred and associated behaviour issues are addressed consistently, in line with our Behaviour Policy, Anti-bullying Policy and Student Equality and Diversity Policy. We may carry out activities to improve or reflect on our school environment in relation to the experience of students, using Student voice groups and other evidence generated by students.

#### 1.3 Aims of RSE

Through the delivery of RSE we intend to further our school's aims of providing a curriculum which is relevant to the needs of every student, both now and in the future. It will enable students to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for RSE. We seek to enable our students to:

- develop interpersonal and communication skills to support them when relationships are good or when they are difficult
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences

- promote equality and respect in their own peer groups, both on and offline, reducing prejudice and challenging stereotypes and harassment
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- have a confident understanding of human biology and reproduction
- understand the role of sex in intimate relationships and strategies for considering readiness for sex
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others
- develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships, should they choose them, and maintain their sexual health
- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid exploitative, coercive and controlling relationships, including intimate relationships
- explore and confidently discuss issues and develop skills associated with consent in different relationships
- explore their own values and attitudes towards gender identity and sexuality
- explore their own values and attitudes towards behaviours based on disrespect, ignorance, fear, prejudice or hatred
- value, care for and respect their own bodies
- understand about safer sex, including contraception and the prevention of Sexually Transmitted Infections, for people of different sexualities
- have the skills and knowledge to access advice and support from local and national services, on and off-line.

## 2 Implementing our Policy

### 2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We understand that students with SEND have as much right to receive the whole RSE curriculum as other students. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for students.

### 2.2 Equality

The Equality Act 2010 has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another. We strive to ensure that every student feels valued and represented in our school as a whole and specifically through our RSE provision.

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).

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all students with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PD lessons and beyond, so that all students see themselves and their families reflected back in the lesson content.
- We will teach about RSE themes in ways which are relevant to all, using examples of people with a variety of different sexualities, gender identities, lifestyles and faith backgrounds.
- We will ensure that the law in relation to, for example, equality, marriage, sexuality, gender identity, online behaviours, sexual harassment and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views reflected back in the lessons.
- We will carefully consider the needs of non-binary students (i.e. those who do not identify as being either male or female), to ensure their needs are being met by the curriculum provision and our methods of delivery.
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference and enable students to develop skills to do the same.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible.
- All adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.
- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on 'Living in the wider world', 'Health and Wellbeing' and 'Relationships'.

## 2.3 Safeguarding

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables students to understand about mutual, consensual and reciprocal relationships in all their forms. Whether students are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in KCSIE) to prevent 'child-on-child' abuse.

In the case of RSE, we recognise that effective teaching may alert students to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM). *All staff are aware of our Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) or a member of the safeguarding team immediately.*

## 2.4 Consulting on our Policy

Before consultation activities, parents/carers, students and other stakeholders were given information about RSE and associated duties in accessible formats. They were asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for RSE.

Some parents/carers and students have been consulted directly through Parent Panel.

Further consultation with parents/carers and students will be carried out when the policy is reviewed, which happens at least every 3 years.

## 2.5 Development of the Policy

This policy has been developed in consultation with students, staff, governors and parents/carers. The needs of students and our community have also been taken in account.

All views expressed by students, staff, governors and parents/carers about the policy have been considered. Our consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the Head Teacher supported by discussion with the school governors, taking into account the needs of students and views of the school community.

## 3 Involving the Whole School Community

### 3.1 Working with Staff

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion.

Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will also encourage the sharing of good practice. We may also use team teaching/shadowing to develop confidence.

Those with leadership responsibility for the development of RSE will be offered opportunities to consult with advisors and attend external training courses.

### 3.2 Engaging with Students

We will use a variety of teaching methods relevant to the needs of our students in RSE. We will use the outline assessment below in the initial stages of planning our Curriculum. Throughout, students will consider the skills they need to develop and sustain healthy relationships, including intimate relationships, both on and off line. They will consider the physical aspects of intimate relationships, their emotions and how to manage them, and social aspects, such as positive and negative influences from friends.

#### AGE 11-13

Typical concerns of students of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development. They will be encountering physical changes associated with puberty and often want reliable information about these and to consider how they affect their self-image, body image and relationships.

Students are often interested to learn more about pregnancy and associated choices.

They are often interested to explore the nature of sexual attraction and love

They are often considering how people make decisions about whether they are interested in sex, whether they want sex and whether to delay their first sexual encounters. They will be interested in the levels of sexual activity amongst their own and older peers.

They will be likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess these sources for reliability. They are often interested to explore attitudes about prejudice and will want to develop skills to challenge prejudice based on gender identity, sexuality or sexual orientation.

#### AGE 14-16

Many students will wish to revisit themes addressed earlier, but in new detail as their experiences broaden. They are likely to need to think more about consensual relationships and what this means for communication and behaviour.

Most young people in this age group will not have had sex; most wait until they are older than 16. (In Cambs only 11% of Year 10 students say they are either in a sexual relationship or have had sex in the past (HRBS 2024).

They are often interested to explore ways of responding to pressure or expectation to have sex, what to expect of a partner and how to communicate and negotiate with them. They will need more information about contraception, sexual health and how to access services. All students will need information about the positive aspects of healthy sexual relationships, including those who identify as LGBTQI+. They will need information about coercion and other forms of abusive relationships, including 'child on child' abuse.

We will involve students in the evaluation and development of their RSE in ways appropriate to their age. We will seek opportunities to discuss their views about the content of their RSE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage students in progress/recall/assessment activities to establish their development needs
- We will ask students to reflect on their learning and set goals for future learning.
- We will consult students (e.g. through Student Council or other student groups) about their perceptions of the strengths of our RSE programme and the areas to be further developed.
- We will ask the pastoral team for their reflections on issues presented by students asking for support.

### 3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties relating to RSE policy.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the needs and views of our community.

In order to facilitate this process, the RSE Policy and delivery of RSE in the curriculum will appear annually on the governors' meeting schedule for discussion and update. The policy will be available on the school's website.

It is the role of governors to ensure that:

- students make progress in RSE in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation

- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

### 3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many young people like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering RSE. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by letter of forthcoming RSE topics
- Inviting parents with concerns to learn more about the approach used in RSE and its content
- Informing parents/carers about PD/RSE programmes as their child joins the school via letter
- Providing supportive information about parents' role in RSE
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

### 3.5 Working with External Agencies and the Wider Community

We believe that all aspects of RSE are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We recognise that inviting visitors from local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Head of PD, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Head of PD beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## 4 Curriculum Organisation

Our RSE Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider RSE to be a continuous process of learning, which begins before students enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with students support the RSE curriculum



RSE is learning about:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships including sexual health

Our curriculum for PD does not separate delivery of RSE from Health Education and wider PD. We deliver content which, taking the lead from student's lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Respectful Relationships, including Friendships and Anti-bullying
- Safety and Risk, including e-safety
- Rights and Responsibilities
- Identity, Diversity and Community

RSE will be taught in PD through:

- designated lessons, teaching by specialist teachers, visiting speakers, drop down mornings.
- Other curriculum areas, especially Science, RE, PE and Computing.
- Enrichment activities, especially our assembly programme, pastoral provision, support for 'vulnerable' young people, social skills groups, involvement in school trips, activities carried to support wellbeing in school, Kite Club.

Specific Units of Work on RSE are planned into our teaching programme every year in KS3 and KS4. As described in our Personal Development Curriculum Map.

The RSE curriculum will primarily be delivered by PD specialist teachers.

Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Head of PD.

The Head of PD and SLT lead are responsible for reviewing and evaluating RSE. The Head of PD and SLT lead will report findings to the Senior Leadership Team and governors when required.

## 4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions students will have the opportunity to engage with, rather than banks of knowledge they will acquire.

**Group Agreements:** RSE is taught in a safe, non-judgemental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The avoidance of sharing personal information and asking personal questions
- Confidentiality

- Strategies for checking or accessing information, and identifying appropriate people with whom they may wish to share personal information/from whom they may wish to seek advice

**Distancing Techniques:** In order to protect student’s privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction*, case studies, and film clips to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

#### 4.4 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Secondary Personal Development Framework to map out our provision in RSE. We will avoid a ‘resource-led’ approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are inclusive of LGBT+ students and provide a balanced view of sexual relationships
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students
- appeal to adults and students
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show bias e.g. towards a commercial product or religious/political view
- avoid racial, cultural, gender and sexual stereotyping
- encourage active and participative learning, developing skills and attitudes, not just giving information
- conform to the statutory requirements for RSE.

#### 4.5 Safe and Effective Practice

In our school we have a clear Child Protection and Safeguarding Policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers on the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared and will be offered appropriate support.
- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Safeguarding Policy for further details.

There are circumstances where confidentiality may be upheld e.g. there is no requirement to report disclosed sexual activity to a young person’s parent/carer, although we may report it to the DSL to be sure there is no unknown underlying risk to the young person. (see Sexually Active Students – below)

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health ‘drop-ins’. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school’s Confidentiality Policy. Teachers and Health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the

planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the Head of PD.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with school Safeguarding Policy.

**Sexually Active Students:** If a young person, especially one under 16, indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We are not required to inform the young person's parent/carer about sexual activity, but will log the concern to inform the DSL, in case there are unknown, underlying risks to the young person.
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services. We will make it clear that they do not need their parent/carer's agreement to attend these services, but we will encourage them to speak to their parents/carers.
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from sex education will also be given this information, if they seek it.
- Careful judgements will be made by the DSL as to whether the sexual activity is a safeguarding or child protection concern.

If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding Policy and refer to the DSL.

All staff are trained in safeguarding and receive regular updates in staff briefings, led by the DSL. There is an annual safeguarding refresher CPD session and new staff are trained regardless of the timeliness of any previous training.

## 4.6 Assessment, Recording, Reporting

We have the same high expectations of the quality of students' work in RSE as in all other subjects. RSE will be assessed in a variety of ways, including the use of self-assessment. Lessons at the beginning and end of topics will include feedback activities.

The Head of PD will require staff to reflect on the effectiveness of learning in particular units of work.

## 5 Sex Education

### 5.1 Our Definition of Sex Education

Following guidance from the DfE, we have considered the elements of our RSE curriculum from which parents may request to withdraw their child. These elements will be defined as 'sex education'.

We recognise that most students will not differentiate between Science, RSE, 'sex education' or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as 'sex education'.

We have consulted during this process with parents/carers, teachers, students and governors.

As a starting point we have compared the statutory Science Curriculum with the statutory RSE curriculum and identified which topics appear in both. Any aspects of statutory RSE, appearing in the 'Intimate and Sexual Relationships' section, which are not included in Science were considered in this process.

We also took into account aspects of human sexual experience and response, sexual feelings and choices and influences relating to sexual activity which we feel are important to meet the needs of our students in addition to the statutory requirements for RSE.

As a result, these are the areas of learning from the DfE Guidance which, in our school, are defined as 'sex education':

- *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.*
- *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).*

## 5.2 Delivery of the areas defined as 'Sex Education'

'Sex Education' will be delivered as part of PD. The content we have collectively defined as 'sex education' will not be taught as a separate subject, but it will be blocked into one theme to facilitate the right of parents to request withdrawal.

## 5.3 Right to be excused from Sex Education

Parents/carers will be given access to this policy through the school website. Parents/carers have the right to request that their child be excused from some or all of the areas we have collectively defined as 'sex education' delivered as part of statutory RSE. Any parent/carer who wishes to withdraw their child should, in the first instance, contact the Head of PD via the school email [office@stpetershuntingdon.org](mailto:office@stpetershuntingdon.org) to discuss the matter.

Before granting any such request the Head of PD and SLT lead will discuss the request with parents/carers (and if appropriate with the student) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the student of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will offer support to parents/carers who wish to deliver 'sex education' content at home.

If a pupil is excused from 'sex education', we will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

This decision will stand until three terms before the student turns 16. At this point, the student may request to receive 'sex education'. They will be entitled to receive the 'sex education' from which they were previously withdrawn. The school will ensure that they receive this in at least one of the three terms before their 16<sup>th</sup> birthday. We will work closely with the student to ensure that their needs are fully met.

## 6 Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the SLT lead. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, Head of PD, parents/carers and students to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from 'sex education'.

## 7 Appendices

### 7.1 Our Personal Development Curriculum including RSE

Personal Development Curriculum Map							
		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Stage 3	Year 7	<p><b>Topic:</b> Resilience.</p> <p><b>Topic:</b> Health and Wellbeing 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Coping with change and emotions</li> <li>• Puberty</li> <li>• Hygiene</li> <li>• Alcohol and its effects</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic:</b> Living in the wider world 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Aspirations</li> <li>• Budgets</li> <li>• Internet safety</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic:</b> Relationships 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Positive relationships.</li> <li>• Identity and diversity</li> <li>• Cyberbullying</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic:</b> Health and Wellbeing 2</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyles.</li> <li>• Positive mental health.</li> <li>• FGM/Breast Ironing.</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic:</b> Living in the wider world 2</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Self-esteem.</li> <li>• Finance</li> <li>• Ethical shopping.</li> <li>• Resilient student.</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic:</b> Relationships 2.</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Family.</li> <li>• Extremism.</li> <li>• Communication skills</li> <li>• Healthy Relationships</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>
	Year 8	<p><b>Topic:</b> Relationships 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Safe sex</li> <li>• Male body image</li> </ul>	<p><b>Topic:</b> Living in the wider world 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Internet Safety</li> </ul>	<p><b>Topic:</b> Health and Wellbeing 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Vaping, nicotine, and addiction</li> </ul>	<p><b>Topic:</b> Relationships 2</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Anti-racism</li> <li>• Conflict Management</li> </ul>	<p><b>Topic:</b> Living in the wider world 2</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Career skills</li> <li>• Discrimination</li> </ul>	<p><b>Topic:</b> Health and Wellbeing 2</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Managing behaviour</li> </ul>

		<ul style="list-style-type: none"> <li>Diversity</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Parliament</li> <li>Careers</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Cancer awareness</li> <li>Personal safety</li> <li>Pregnancy</li> <li>Emotions</li> <li>target setting</li> <li>Mindfulness</li> <li>STEM Careers</li> <li>Personal/Dental Hygiene</li> <li>Mental Health</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Prejudice</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Issues.</li> <li>Taxes and expenditure</li> <li>LGBT Phobia</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Personal responsibility.</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>
	Year 9	<p><b>Topic:</b> Living in the wider world 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>NI/Tax</li> <li>Work Skills</li> <li>Finance</li> <li>Trafficking</li> <li>Sustainability</li> <li>Knife crime</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<p><b>Topic:</b> Health and Wellbeing 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>Interpersonal skills</li> <li>Discrimination</li> <li>Growth mindset</li> <li>Stress</li> <li>Vaccinations</li> <li>Acid attacks</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<p><b>Topic:</b> Relationships 1</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>CSE</li> <li>Abusive Relationships</li> <li>Marriage</li> <li>LGBT Community</li> <li>Core Values</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<p><b>Topic:</b> Living in the wider world 2</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>Young offenders</li> <li>Self-discipline</li> <li>Anti-social behaviour</li> <li>Careers</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<p><b>Topic:</b> Health and Wellbeing 2</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>Achievement</li> <li>Core Values</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>	<p><b>Topic:</b> Relationships 2</p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>Misogyny</li> <li>Body image girls</li> <li>Peer pressure</li> <li>Stereotypes</li> <li>Peer Influence</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Collaborating</li> <li>Hardworking</li> <li>Curiosity</li> </ul>

<b>Key Stage 4</b>	<b>Year 10</b>	<p><b>Topic 1: Safety and risk</b></p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Internet and personal safety</li> <li>• Perceptions of the press</li> <li>• Independence</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic 2: Myself and my relationships</b></p> <p><b>Disciplinary concepts</b></p> <ul style="list-style-type: none"> <li>• Toxic Masculinity</li> <li>• Conflict</li> <li>• County Lines</li> <li>• Grief</li> <li>• Mental Health</li> <li>• Relationships</li> <li>• Perseverance</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic 2: Myself and my relationships continued</b></p> <p><b>Disciplinary concepts</b></p> <ul style="list-style-type: none"> <li>• Toxic Masculinity</li> <li>• Conflict</li> <li>• County Lines</li> <li>• Grief</li> <li>• Mental Health</li> <li>• Relationships</li> <li>• Perseverance</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic 3: Rights and responsibilities</b></p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Animal rights</li> <li>• Justice</li> <li>• Human Rights</li> <li>• Globalisation</li> <li>• Pollution</li> <li>• Employment</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>	<p><b>Topic 4: Healthy Lifestyles</b></p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Blood and Donation</li> <li>• Binge drinking</li> <li>• Body Positivity</li> <li>• Cancer</li> <li>• Sleep</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>
	<b>Year 11</b>	<p><b>Topic 1: Healthy lifestyles</b></p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Blood and organ donation</li> <li>• Alcohol awareness</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>		<p><b>Topic 2: Relationships and Sex Education</b></p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Pleasure</li> <li>• Risks</li> <li>• Fertility and reproduction</li> <li>• Miscarriage</li> <li>• Parenting</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>		<p><b>Topic 3: Myself and my relationships</b></p> <p><b>Disciplinary concepts:</b></p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Relationship breakups</li> <li>• Conflict</li> <li>• Mental health</li> <li>• County lines</li> <li>• Happiness</li> </ul> <p><b>Valued behaviours:</b></p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Collaborating</li> <li>• Hardworking</li> <li>• Curiosity</li> </ul>



**Sixth Form PD Programme 2024/25**

Students in Years 12 and 13 continue with a diverse range of opportunities, including visiting speakers, workshops, assemblies and discussions. These are organised based on what is most relevant to address the needs of the students. We aim to ensure students have the information they need to make informed choices regarding economic well-being, careers and relationships. We promote good physical and mental health and ensure students know where to go for advice and support.

Although there is no specific time for PD built into the weekly timetable, the Sixth Form team work hard to plan and implement activities that develop students' understanding of how to keep safe and how to plan for the future.

### **Autumn term 2024**

UCAS sessions for all year 13 students planning to apply to university      Students will:

- Receive IAG about university the process
- Receive help and advice of selecting appropriate courses
- Produce high quality personal statements
- Apply for university before the required deadlines

Year 12 induction:

Welcome & expectations

Study Skills

Volunteering Scheme

Launch of NCS program.

All year 12 students will have an induction and introduction to year 12 which includes a session looking at study skills from ARU to help them be successful through sixth form. Every year 12 will be expected to undertake a minimum of 1 hour a week volunteering.

Year 12: The C-card scheme is aimed at young people between 13-24 years old who can register to get a range of free contraceptives, information, and advice.

The aim of the service is to promote reproductive and sexual health and help young people to access local services.

Year 12 and 13 ODDBALLS

The talk will:

Raise awareness of Testicular Cancer

Educate the demographic most at risk on the basics of Testicular Cancer

Encourage regular self-checking

Breakdown the stigma associated with testicles

Outline Key facts on Testicular Cancer

Identify signs & symptoms

Explain How to 'Check Yourself' (step by step guide!)

Outline the diagnosis & treatment stages

Year 12 and 13: MacMillan Coffee Morning

Students will have the opportunity to plan, organise and run the coffee morning.

Year 12 and 13: Mental Health Support Team – managing stress and anxiety. Looking at what support is available and how to access it. Students will participate in discussions around mental health. They will consider triggers for poor mental health and look at their understanding of depression & anxiety. They will participate in activities designed to help them consider how to reduce their stress and anxiety and how to care for themselves and each other to ensure they have positive mental health.

Year 12: Sexual assault ambassador training (Rape Crisis).

For students to understand the impact of sexual assault and harassment. Students will undertake a full day of activities including exploring services available to men and women who are sexually assaulted. Looking at the reasons people do not report sexual assault and harassment and what we can do to support people who have been sexually assaulted or harassed.

Year 12 Woman's Aid

Students will find out what domestic violence is and the signs to look for.

Get information on sources of help and support.

Year 12 Mental Health Ambassador Training and Assessment

Students will have the opportunity to undertake mental health training. This will allow them to take on the role of mental health ambassador within the school, volunteering in the Chat Bar.

Year 12 and 13 EPIC Risk Management

Awareness of the dangers of gaming and gambling.

Year 12 students to participate in activities run by NCS and SPS

Students participate in 2 days of activities at Grafham Water – suitable for everyone.

Students develop team building skills

Students develop problem solving skills

Activities available to support mental well being

Students will participate in a 2-day festival food activity.

Students to complete 1 day 'fashion challenge' which is based around the importance of budgeting.

Year 12 Students attend a three-day program in school run by NCS looking at social action.

Students will work in groups to develop a company which sells street food. They will be expected to work with in their teams to complete market research, design a product, look at marketing the product. They will have to budget, shop and produce their dish where they will then have to pitch the idea to a panel.

Year 12 and 13 CASUS

Students will have:

A greater awareness of the different types of drugs available

Improved awareness of the risks associated with drug use

Understand the legal ramifications of drug use

Know how to be safe around drugs and alcohol

Year 12 Road safety

Students will attend a presentation and discussion with members of the fire service and road policing team. They will learn about the risk of driving the fatal 4 and what to do if you have concerns about a driver. They will engage in discussions to ensure they understand the risk and what can be done to mitigate as many of them as possible.

Year 13 First on Scene

Students to attend a presentation on what you should do if you are first on the scene of an accident.

Year 12 and 13 County lines/exploitation

PC Hannah Watkins

Year 12 Students launch foodbank collections

Leadership team do presentations to lower school about the foodbank.

All sixth formers will collect donations from lower school.

Year 12 and 13 Kamal – Motivational speaker

All students will attend a session with a motivational speaker. They will have the opportunity to ask questions and get involved in the discussion.

### **Spring Term 2025**

Year 13

CV writing & interview skills      Students who are not planning on going to university will have the opportunity to produce CVs.

Year 12 and 13 Breck Foundation & digital detox day

Students will hear the story of Breck and gain an understanding of on-line grooming and other forms of on-line abuse.

Students will also participate in a digital detox day where they will hand in their mobile devices for the morning.

Year 13 Student Finance

The process of applying for student finance will be explained to students going to university.

Year 12 and 13 What Career Live/What University Live

Students will understand:

The different post 18 options available to them

The different types of sectors that deliver apprenticeships.

The different courses available at university and the entry requirements needed.

Acquire additional information on applying for universities or apprenticeships.

Cookery classes            Year 13 will be given the opportunity to book into an optional session on how to cook on a budget.

Year 13 Money Awareness

Students will have the opportunity to learn how to plan expenditure and budget for changes in circumstances and to understand and manage salary deductions including taxation, national insurance, and pensions.

### **Summer term 2025**

Year 12 and 13 Boobettes

The Boobettes will be visiting to deliver a talk on breast cancer. This will look at what the symptoms of breast cancer are, how both men and women can get breast cancer. It will look at how to check you breasts and what to do if you find a lump.

Year 13 Budgeting at University

This will be a session looking at how to budget when you're at university.

Year 12 and 13 Water safety

For students to understand the risks of swimming at the beach or a river. To look at cold water shock and how to reduce the risk of drowning.

Year 12 and 13 Coercive Control

To support students in understanding the indicators of a coercive and controlling relationship. To consider the impact of it and look at what support is available for those who are in a relationship that is abusive.

Year 12 Is It Worth it?

This is a presentation delivered by the police educational awareness team. It looks at awareness and understanding of consent as well as focusing on risk taking behaviours and the consequences of them, such as knife crime, drugs, CSE, CCE and the stages of grooming.

Year 12 Getting the most out of UCAS convention

For all year 12 students to gain more information about the UCAS convention and looking at how best to utilise the day.

Year 12 UCAS Exhibition

All Year 12 students will attend the UCAS Exhibition to look at different universities. This includes Russell Group universities as well as city and Campus universities. Students will have the opportunities to explore courses available at different universities.

Year 12 University Open Day

All Year 12 Students will go to an open day. This will allow them to be in a university environment and see what it is like. They will have a campus tour and be able to look at accommodation. They will also look at different departments and gain more information about the courses available.

Year 12 UCAS Day/Apprenticeship Day

This will allow all students to explore UCAS, they will be encouraged to set up a UCAS account and put basic information in. They will have the opportunity to consider different courses and look at the different types of universities.

## Year 12 Careers Fair

For all students in year 12 to have the opportunity to consider different carers and consider what qualifications they require for each job.

## 7.2 Linked National Documents

RSE and Health Education

Children and Social Work Bill 2017.

Sex and Relationships Education for the 21<sup>st</sup> Century'.

Equality Act 2010

Keeping Children Safe in Education

## 7.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their students
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.