

Relationships and sex education policy

Rugby High School



Approved by: Governing Body

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Rugby High School Relationships and Sex Education (RSE) Policy

Rugby High School Vision

At Rugby High School, we set heights in our heart.

While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

Rugby High School Relationships and Sex Education Policy Statement

The governors' policy is that Rugby High School students should receive accurate information about human growth and development and undertake a programme of sex education which encompasses all aspects of relationships, feelings and behaviour.

All teachers involved in this work will have received appropriate training. Parents will be kept informed about the programme and given the opportunity to discuss its content beforehand.

The consultation process has involved:

- SLT
- The Head of PSHE and Sixth Form Manager
- Teachers of PSHE
- Consultation with wider school community
- Governors

What is Relationship and Sex Education?

Relationship and Sex Education is “lifelong learning about physical, sexual, moral and emotional development” (DfES, 2000). “It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being” (Sex Education Forum, 2010). Research has demonstrated that effective RSE does not encourage early sexual experimentation but does teach human sexuality and respect for themselves and others.

Ethos (Principles and Values)

RSE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

RSE is considered as part of a whole-school approach whereby classroom learning is supported by the school's values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community which includes health professionals, peer educators and other mentors or advisors.

Students should be encouraged to appreciate the value of 'stable family life, marriage and the responsibilities of parenthood' (Education Act 1986). Family is a broad concept; not just one model e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

The school's RSE policy ensures that issues are taught in a way that does not subject students to discrimination. Sensitivity will be shown to acknowledge those students who may not come from backgrounds which reflect the moral values above. RSE topics cover equality and diversity-based subjects including gender equality and non-violent, respectful relationships.

Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE program aims to:

- support students in order for them to make responsible and well-informed decisions about their lives
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- develop the skills to avoid and resist unwanted experiences and develop strategies for coping with them.
- enable students to determine their own values within a moral framework within an atmosphere where discussions can take place without stigmatisation.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- develop awareness of their sexuality and understand human sexuality 'challenge sexism and prejudice, and promote equality and diversity.

Statutory requirements

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.

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

At Rugby High School we teach RSE as set out in this policy using guidance from the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Why Do We Teach Relationships and Sex Education?

Rugby High School policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Relationships and Sex Education and Health Education are taught in this school as statutory subjects through an integrated PSHE programme of work.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in the context of our school vision statement, to strive for excellence for all, in all its forms, to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success.

Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

We focus on attitudes, values, and skills as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly impart the knowledge and awareness to keep pupils safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

Curriculum Content

The DfE recognises 5 elements to Relationships and Sex Education. These are:

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

They further outline 8 elements to Health Education which include:

- Mental Health
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Pupils will cover all of these elements across the Key Stages as and when appropriate for their age. These will be delivered at Key Stage 3 during timetabled PSHE sessions, during drop down days for Key Stage 4 and as part of timetabled PSHE sessions for Key Stage 5. Some topics will be covered in every year, with enhanced detail for older pupils, while others may only be covered in 2- or 3-year patterns. Furthermore, some of the topics will be covered as part of the National Curriculum in Food and Nutrition, IT, PE and Science.

Some elements of sex education are statutory.

Learning about ‘the changing adolescent body’ is part of statutory Health Education.

National Curriculum Science is also statutory. At Key Stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

During Key Stage 3 students learn through National Curriculum Science: reproduction in humans (as an example of a mammal) including male and female reproductive systems, the menstrual cycle, gametes, fertilisation and gestation and birth.

During Key Stage 4 students learn through National Curriculum Science: communicable diseases, hormones in human reproduction, hormonal and non-hormonal methods of contraception, sex determination in humans and gametes as specialised cells.

See Appendix 1: PSHE Outcomes Progression Framework to see when lessons will be delivered to Rugby High School pupils.

Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. Despite only have boys in Sixth Form we shall be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic, cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will be or will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. Though there is also a series of lessons to highlight the history of the LGBT Movement. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Provision

The provision of the RSE and HE programme is delivered via the following methods:

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, RSE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the National Curriculum and/or as negotiated with the Head of PSHE.
4. Through other curriculum areas for example Drama, English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE. See Appendix 2: PSHE Outcomes Progression Framework breakdown year by year to see what we expect pupils to learn in PSHE.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained and referred to wherever appropriate.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons; however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

Asking and Answering Questions

We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information. Therefore teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the Head of PSHE for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting - group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Confidentiality

Teachers cannot offer unconditional confidentiality. There are occasions when teachers have to exercise their discretion and professional judgement when confronted with an issue where they feel there is cause for concern and must follow the guidelines in the Child Protection Policy.

In a case where a member of staff learns from a student under the age of 16, that they are contemplating or having sexual intercourse:

- The teacher should approach the student sensitively on an individual basis to share their concerns and if necessary discuss further. The young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice
- Child Protection issues will be considered, and referred if necessary to the person responsible for Child Protection under the schools procedures (see Child Protection Policy)
- The young person will be encouraged to access services from a health professional e.g. school nurse where they can access information about contraception and sexual health issues.

In any case where Child Protection procedures are followed, the teacher will ensure that the student understands that if confidentiality has to be broken, they will be informed first wherever possible. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must following the school's policy.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have

expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be ‘instructional’ e.g. regarding self-harm. All resources will be created by the Head of PSHE but teaching staff may choose to find further resources for the delivery of the lessons at their discretion. These should be age appropriate and in line with the provision of the content expected.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE is delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of pupils existing knowledge, experience and understanding.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum.

Personnel and Training

The Head of PSHE is regularly trained and updated in this fast-moving subject area. They are responsible for RSE.

RSE is delivered by a variety of teachers with appropriate support from the Head of PSHE. There may be times when the Head of PSHE steps in to teach some of the RSE content if a teacher feels uncomfortable delivering such sessions. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

Parental engagement in RSE and right to withdrawal

We recognise the prime role of parents/carers in the development of their child’s understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

The school ensure that parents/carers are: made aware of the school’s approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school’s PSHE curriculum; and encourage them to support their child in learning at home through shared learning activities, if appropriate.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the Science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science. Parents/carers will be informed of this right prior to the teaching of the RSE elements of the PSHE provision so that they can contact the school to inform us of their decision.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.

See Appendix 3: letter to parents/carers informing of their right to withdraw sent out on ParentMail.

Roles and Responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

The Head of PSHE

The Head of PSHE is responsible for updating the PSHE Schemes of Work to maintain standard of teaching and ensure adherence to the DfE policies on RSE and PSHE. They will also manage requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

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

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

Pupils

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

Impact

Monitoring and Evaluation

The programme is regularly monitored and evaluated by the Head of PSHE to ensure impact. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The Head of PSHE will be afforded this time in order to carry out this process.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available on the school website.

It will be reviewed on a biannual basis.

Review date.....

Signed..... Chair of Governors

Date.....

Policy Links:

PSHE

Drugs Education

Safeguarding

Confidentiality

Science

External Contributors

Anti-Bullying

Emotional Health and Well-Being

TLA

Appendix 1: PSHE Outcomes Progression Framework

Theme	Pupils should know	Code	Y7	Y8	Y9	Y10	Y11	Y12 /13
Relationships Education								
Families	That there are different types of committed stable relationships	RE1	7, 8 LM	17, 18	19- 28	LM		
	How these relationships might contribute to human happiness and their importance for bringing up children	RE2	7, 8	16- 18	24, 25			
	What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	RE3		16- 18				
	Why marriage is an important relationships choice for many couples and why it must be freely entered into	RE4		16- 18	19			
	The characteristics and legal status of other types of long-term relationships	RE5	8	16- 18, 22- 23				
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	RE6		15- 18	24- 25			
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	RE7	7- 10, 21- 23	13- 15, 17- 19, 21	10- 17	LM	WB	v
Respectful relationships including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	RE8	7, 8, 22	13- 18	18- 22	LM	WB	v
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	RE9	7, 8	13- 18	18- 28	LM	WB	
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-	RE10	16- 20	17- 18	18- 19			v

	consensual behaviour or encourage prejudice)							
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	RE11	16-20, 29	13-15, 17-18	26-28	LM	WB	v
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	RE12	9-11 LM	11-14, 21	15, 20	LM		v
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control (link to domestic abuse and peer on peer abuse)	RE13		17-21	31-33	LM		
	What constitutes sexual harassment and sexual violence and why these are always unacceptable	RE14	20	17-21	18-21	LM		BC
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	RE15	16-20	29	26-28			
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	RE16	9, 10 IT	IT	15 IT	LM IT	WB IT	IT
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising materials placed online	RE17	IT	19, 20 IT	15, 17 IT	LM IT	WB IT	IT
	Not to provide material to others that they would not want shared further and not to share personal materials which is sent to them	RE18	IT	19, 20 IT	15, 17 IT	LM IT	IT	IT
	What to do and where to get support to report material or manage issues online	RE19	IT	21 IT	15, 17 IT	IT	IT	IT
	The impact of viewing harmful content	RE20			17, 19, 20	LM		
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners	RE21		19, 20	18-21	LM	WB	

	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	RE22	IT	IT	15, 17, 20 IT	LM IT	IT	IT
	How information and data is generated, collected, shared and used online	RE23			15			
Being Safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, peer on peer abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	RE24		19, 20	16, 19-21	LM	WB	BC
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	RE25		19, 20	18-21	LM	WB	BC
Intimate and sexual relationships including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	RE26	8	17, 18	19-21	LM	WB	
	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	RE27		17-20	19-21	LM	WB	BC
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause	RE28			24, 25	Sci	Sci	BC
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, peer on peer abuse, resisting pressure and not pressurising others	RE29		13	18-21	LM	WB	
	That they have a choice to delay sex or to enjoy intimacy without sex	RE30			18-21	LM	WB	
	The facts about the full range of contraceptive choices, efficacy and options available	RE31			22, 23			BC
	The facts about pregnancy including miscarriage	RE32	Sci		24, 25			v
	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)	RE33			24, 25			v

	How the different sexually transmitted infections (STIs), including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of, and facts about, testing	RE34			21-23	LM	WB	v
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	RE35			21-23	LM	WB	
	How the use of alcohol and drugs can lead to risky sexual behaviour	RE36	26, 27	10, 11		LM	WB	
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	RE37		20-23		LM		v
Health Education								
Mental Health	How to talk about their emotions accurately and sensitively, using appropriate vocabulary	HE1	1-6	1-5	29, 30	LM		
	That happiness is linked to being connected to others	HE2	5-8	1-5				
	How to recognise the early signs of mental wellbeing concerns	HE3	1-4	1-5	29, 30	FA		v
	Common types of mental ill health (e.g. anxiety and depression)	HE4	1-2	1-5		FA		v
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	HE5	1-4	1-5				
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	HE6	13, 15	8, 9				
Internet Safety and Harms	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image for their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	HE7	12, 13	8, 9, 11, 12	15, 18, 19	LM	WB	

	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	HE8	9, 10 IT	13 IT	15, 18, 19 IT	LM IT	IT	IT
Physical Health and Fitness	The positive associations between physical activity and promotion of wellbeing, including as an approach to combat stress	HE9	1-4, 14, 15 PE	1-5 PE	PE	FA PE	PE	
	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining and healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health	HE10	13-15 FN PE	1-5, 8-10, 17, 18 FN		FA		v
	About the science relating to blood, organ and stem cell donation.	HE11				FA Sci		v
Healthy Eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	HE12	15 FN	10 FN				v
Drugs, alcohol and tobacco	The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions	HE13	24-28	1-5	10-12	LM	WB	BC
	The law relating to the supply and possession of illegal substances	HE14	24-28	28	10-12	LM	WB PM	BC
	The physical and psychological risks associated with alcohol consumption in adulthood	HE15	24-28		10-12	LM	WB	BC
	The physical and psychological consequences of addiction, including alcohol dependency	HE16	24-28		10-12	LM	WB	BC
	Awareness of the dangers of drugs which are prescribed but still present serious health risks	HE17	24-28		10-12	LM	WB PM	
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	HE18	24-28		10-12	LM	WB	
Health and Prevention	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	HE19	14	6, 7	21	Sci		
	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	HE20		FN	FN			
	(late secondary) the benefits of regular self-examination and screening	HE21		6	21-23	Sci		Sci
	The facts and science relating to immunisation and vaccination	HE22		6		Sci		Sci

	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	HE23		1-5				v
Basic First aid	Basic treatment for common injuries	HE24	One off lesson delivered using the CPR bags and mini Anne dolls from the BHF			FA		v
	Life-saving skills, including how to administer CPR	HE25				FA		v
	The purpose of defibrillators and when one might be needed	HE26				FA		v
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstrual wellbeing	HE27	12	6, 7	24		Sci	
	The main changes which take place in males and females, and the implications for emotional and physical health	HE28	12 Sci				Sci	

LM = Loudmouth Days

WB = Wellbeing Day

FA = First Aid Day

PM = Prison Me No Way Day

FN = Food and Nutrition lessons

PE = PE lessons

Sci = Science lessons

IT = IT lessons/assemblies ran by SQ

BC = Bradby Club

Appendix 2: PSHE Outcomes Progression Framework breakdown year by year

This document is to be used alongside the **Outcomes Progression**. It provides statements of progression across the year groups in KS3 for the new statutory outcomes for Relationships, Sex and Health Education.

Year 7 pupils have the opportunity to learn:	Year 8 pupils have the opportunity to learn:	Year 9 pupils have the opportunity to learn:
<p>Families:</p> <ul style="list-style-type: none"> • about commitment in relationships and the different ways that people may show this (RE1) • the role of families in bringing up children (RE2) • types of relationships (RE5) • about trust and how we recognise this in our relationships (RE7) 	<p>Families:</p> <ul style="list-style-type: none"> • legal status around different types of commitment, e.g. cohabiting, civil partnership, marriage (RE1, RE3) • why marriage is an important choice for many couples (RE4) • How different relationships work (RE5) • the different roles and responsibilities within families, and how this may change during adolescence (RE6) • who can help if we are worried about family, friend or other relationships (RE7) 	<p>Families:</p> <ul style="list-style-type: none"> • levels of commitment in relationships (RE1) • impact of children on relationships (RE2) • different types of marriage and options available (RE4) • the characteristics of successful parenting (RE6) • about the challenges associated with being a teenage parent (RE6) • about sources of support for those in unsafe relationships or situations and how to access them (RE7)
<p>Respectful relationships (including friendships):</p> <ul style="list-style-type: none"> • dealing with changing friendships in the move to secondary school (RE8, RE9) • the ways in which friends support each other (RE7, RE8) • common stereotypes and their impact (RE10) • the importance of personal identity and respecting everyone's right to their own identity (RE10, RE11, RE15) 	<p>Respectful relationships (including friendships):</p> <ul style="list-style-type: none"> • the characteristics of a healthy relationship (RE8, RE9, RE11, RE13, RE26) • the skills needed for successful, healthy relationships (RE8) • stereotypes and prejudice (RE10) • the impact of bullying on individuals (RE12) • understanding of peer on peer abuse (RE13) 	<p>Respectful relationships (including friendships):</p> <ul style="list-style-type: none"> • how to manage conflict in relationships (RE8, RE9) • what constitutes sexual harassment, laws and impact (RE10, RE14) • what a hate crime is (including misogyny) and laws around this (RE10, RE11, RE12, RE15) • about different types of domestic abuse, including coercive control – also peer on

<ul style="list-style-type: none"> • about different types of bullying and Cyberbullying (including school policy and procedures) (RE12) • about gender identity, including transgender and non-binary (RE10, RE11, RE15) 		<p>peer abuse (RE7, RE10, RE13, RE24)</p> <ul style="list-style-type: none"> • about gender identity, including transgender and non-binary (RE10, RE11, RE15)
<p>Online and media:</p> <ul style="list-style-type: none"> • about the age restrictions on some sites and why these are in place (RE16) • laws around sharing content online (RE17) 	<p>Online and media:</p> <ul style="list-style-type: none"> • laws around shared online content (RE17) • about radicalisation, how to recognise the signs and seek support (RE17, RE19, RE20) • when to seek help for issues online and how to report material (RE18) 	<p>Online and media:</p> <ul style="list-style-type: none"> • online behaviours and long-term impact (RE16) • about how pornography presents a distorted picture of sexual behaviours (RE21) • reporting online issues and E-Safety (RE18, RE19) • the potential impact of viewing harmful content online, including on mental health (RE20) • laws around accessing pornography and sharing of sexual images (RE17, RE18, RE20, RE21, RE22) • about how information is generated, collected and shared online (RE23)
<p>Being safe:</p> <ul style="list-style-type: none"> • Consent in friendships (RE25) 	<p>Being safe:</p> <ul style="list-style-type: none"> • about laws around and warning signs of sexual exploitation including awareness of peer on peer abuse (RE24) • about gangs and their impact on individuals, groups and communities (RE24) 	<p>Being safe:</p> <ul style="list-style-type: none"> • what grooming is and how to seek help (RE24, HE8) • what Female Genital Mutilation is, laws in this country and how to get help (RE24) • about the importance of consent in all relationships (RE25) • what honour-based violence is, laws

		<p>around it and how to get help (RE24)</p> <ul style="list-style-type: none"> • laws around consent and how to give and receive consent (RE24, RE25) • Peer on peer abuse (RE24)
<p>Intimate and sexual relationships incl. sexual health:</p> <ul style="list-style-type: none"> • the characteristics of healthy relationships (RE26) 	<p>Intimate and sexual relationships incl. sexual health:</p> <ul style="list-style-type: none"> • the characteristics of healthy relationships (RE26) • about impact of sex in relationships (RE27) • peer pressure in relationships including peer on peer abuse (RE29) 	<p>Intimate and sexual relationships incl. sexual health:</p> <ul style="list-style-type: none"> • the characteristics of healthy intimate relationships (RE26) • basic information about STIs (how they are transmitted and where they can be treated) (RE27, RE34, RE35) • about human reproduction, pregnancy, and the ways that families can be made (RE28) • peer pressure in relationships including peer on peer abuse (RE29) • about choices people make around sex, including delaying sex or enjoying intimacy without sex (RE30) • basic facts about some different methods of contraception (RE31) • know how condoms are used and where they can be accessed (RE31, RE37) • awareness that there are a range of choices for someone who is pregnant, including keeping the baby, adoption or abortion (RE32, RE33)

		<ul style="list-style-type: none"> • impact of alcohol use on decision-making around sex (including capacity to consent) (RE14, RE24, RE36) • about Sexually Transmitted Infections, prevalence and treatment (RE34, RE35, RE37)
<p>Mental wellbeing:</p> <ul style="list-style-type: none"> • about how to express feelings accurately and the support available within school for wellbeing concerns (HE1, HE3) • about the importance of adequate sleep for mental wellbeing (HE5, HE23) • about how being connected with others supports mental wellbeing (HE2) • that they can take care of their mental health in the same way as they do their physical health and some ways to do this (HE5, HE6) • to recognise and celebrate their achievements and how this impacts on their self-esteem (HE5) 	<p>Mental wellbeing:</p> <ul style="list-style-type: none"> • about common types of mental illness and their symptoms (e.g. anxiety and depression) (HE4) • how, when and where to seek help for wellbeing concerns (HE1, HE3) • how to recognise what impacts on mental health, both positively and negatively, including puberty changes (HE5, HE6, HE28) • about mindfulness and other techniques to induce relaxation and calm (HE5) 	<p>Mental wellbeing:</p> <ul style="list-style-type: none"> • how to recognise the signs of mental illness in themselves and others (HE1, HE3) • the role of friends in supporting mental wellness and when it is appropriate to seek other support (HE2, HE3) • how community participation contributes to mental wellbeing (HE6)
<p>Internet safety and harms:</p> <ul style="list-style-type: none"> • how advertising is targeted at people online and in the media (HE7) • how to identify harmful behaviours online and how to report or find support if they have been affected (HE8) • managing time spent online (HE8) 	<p>Internet safety and harms:</p> <ul style="list-style-type: none"> • the impact of unhealthy or obsessive comparison with others online, including around expectations for body image (HE7) • the impact of trolling and who can help (HE8) 	<p>Internet safety and harms:</p> <ul style="list-style-type: none"> • The unrealistic expectations of the online world and how to stay safe online (HE7) • how social media can impact on wellbeing, and sources of support (HE8)
Physical health and fitness:	Physical health and fitness:	Physical health and fitness:

<ul style="list-style-type: none"> about what makes a healthy lifestyle, including making healthy food choices, rest and physical activity (HE10) 	<ul style="list-style-type: none"> about the different types of physical activity and their impact on the body (HE9, HE10) 	<ul style="list-style-type: none"> the benefits of physical activity on mental wellbeing (HE5, HE9)
<p>Healthy eating:</p> <ul style="list-style-type: none"> about the Eatwell plate and recommended guidelines around healthy eating (HE12) how choices around food can contribute to keeping teeth healthy (HE12) how different food choices impact on the body (HE12, HE20) 	<p>Healthy eating:</p> <ul style="list-style-type: none"> the range of influences that might impact food choices (including media, peers, cost, etc) (HE12) how to analyse the nutritional benefits of foods and assess the benefits and risks of particular eating plans (eg. 'fad' diets) (HE12) 	<p>Healthy eating:</p> <ul style="list-style-type: none"> Healthy eating links to wellbeing (HE12)
<p>Drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> why people use drugs, smoke or drink and what the risks might be (HE13, HE15) the risks of dependency and addiction (HE16) about the safe use of prescription medication, including antibiotics (HE17, HE19) the facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so (HE18) 	<p>Drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> the facts about legal and illegal drugs and the risks associated with them (HE13) about different legal classifications of drugs and penalties for possession and supply, including school rules about drugs (HE14) 	<p>Drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> how drugs can impact on mental health (HE5, HE13) how alcohol impacts on decision-making and risk-taking (HE13, HE15, RE36) about county-lines and the impact on individuals (HE13, HE14) the dangers of dependency and addiction and the impact on decision making (HE16) The dangers of smoking and how to quit (HE18)
<p>Health and prevention:</p> <ul style="list-style-type: none"> Personal hygiene and care including menstruation (HE19) 	<p>Health and prevention:</p> <ul style="list-style-type: none"> Personal hygiene and TSS (HE19) Benefits of screening programmes for cancer (HE21) facts and science about immunisation and vaccination, including HPV vaccine (HE22) 	<p>Health and prevention:</p> <ul style="list-style-type: none"> Personal hygiene (HE19) Benefits of screening later in life (HE21)

	<ul style="list-style-type: none"> importance of sleep for wellbeing (HE23) 	
<p>Basic First Aid:</p> <ul style="list-style-type: none"> how to treat common injuries and recognise the need to call for help (HE24) when and how to administer CPR (HE25) the purpose of defibrillators and when one might be needed (HE26) 	<p>Basic First Aid:</p> <ul style="list-style-type: none"> how to treat common injuries and recognise the need to call for help (HE24) when and how to administer CPR (HE25) the purpose of defibrillators and when one might be needed (HE26) 	<p>Basic First Aid:</p> <ul style="list-style-type: none"> how to treat common injuries and recognise the need to call for help (HE24) when and how to administer CPR (HE25) the purpose of defibrillators and when one might be needed (HE26)
<p>Changing adolescent body:</p> <ul style="list-style-type: none"> how to manage periods effectively in and out of school (HE27) how to manage the physical and emotional changes of puberty (HE28) how to maintain personal hygiene (HE19, HE28) 	<p>Changing adolescent body:</p> <ul style="list-style-type: none"> how to manage periods effectively, including when to seek additional help (HE27) 	<p>Changing adolescent body:</p> <ul style="list-style-type: none"> the facts of menstrual wellbeing (HE27)

This document is to be used alongside the **Outcomes Progression**. It provides statements of progression across the year groups in KS4 for the new statutory outcomes for Relationships, Sex and Health Education.

Year 10 pupils have the opportunity to learn:	Year 11 pupils have the opportunity to learn:
<p>Families:</p> <ul style="list-style-type: none"> • about commitment in relationships and the different ways that people may show this and where to access support if relationships are unsafe (RE1) • Trustworthy sources and how to recognise unhealthy and unsafe relationships (RE7) 	<p>Families:</p> <ul style="list-style-type: none"> • Where to access support with regards to family, friend or other relationships (RE7) • Understanding manipulation in relationships and how to remove yourself from unsafe relationships (RE7) • about services that support people who have experienced sexual violence, harassment and rape and how to access these (RE7)
<p>Respectful relationships (including friendships):</p> <ul style="list-style-type: none"> • about gangs, initiation and sexual abuse (RE8, RE11, RE12, RE13, RE14) • characteristics of healthy relationships and understanding unsafe environments (RE8) • respect and tolerance for others (RE11) • cyberbullying and the consequences involved (RE12) • criminal behaviour in relationships – abuse and signs of it, including peer on peer abuse (RE13) • signs of sexual harassment (RE14) • facts about domestic abuse and how it impacts on individuals, children and families in the short and long-term (RE13, RE24) • about abuse in teen relationships (RE13, RE24) • how to recognise warning signs of abuse in relationships (RE13, RE24) • about sexual exploitation, including grooming (RE13, RE22, RE24, RE25) 	<p>Respectful relationships (including friendships):</p> <ul style="list-style-type: none"> • how to cultivate positive relationships in the workplace, including managing conflict (RE8, RE9, RE11) • about team roles and recognising their own strengths as a team member (RE8, RE9) • respect and tolerance for others (RE11)
<p>Online and media:</p> <ul style="list-style-type: none"> • Online opportunities and risks that fall with it (RE16, RE17) • ‘Cat-phishing’ and fake identities online (RE16, RE17, RE19) • Safe and unsafe material to share online (RE18, RE19) • Harmful content online and the impact psychologically and legally (RE20, RE21, RE22) 	<p>Online and media:</p> <ul style="list-style-type: none"> • about useful apps and websites that support revision (HE16) • Online opportunities and risks (RE16, RE17) • Safe and unsafe material to share online (RE18, RE19) • how pornography shows an unreal representation of sex and the impact that

	watching it may have on expectations in relationships (RE21)
Being safe: <ul style="list-style-type: none"> facts and laws around stalking and harassment, both on and offline, and where to get help, including peer on peer abuse (RE24, HE8) different signs of consent (RE25) 	Being safe: <ul style="list-style-type: none"> to recognise the signs of consent in a range of situations, including information on peer or peer abuse (RE8, RE24, RE25)
Intimate and sexual relationships incl. sexual health: <ul style="list-style-type: none"> skills for discussing contraception with a partner (RE26, RE31) healthy choices in relationships (RE27) reproductive health (RE28) strategies for identifying, managing and resisting sexual pressure, including ideas on peer on peer abuse (RE29, RE30) about HIV transmission, prevalence, treatment and living with the illness (RE34, RE35, HE19) 	Intimate and sexual relationships incl. sexual health: <ul style="list-style-type: none"> impact of intimate relationships (RE26) facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women (RE27, RE28) managing and delaying intimate relationships, awareness of impact of peer on peer abuse (RE29, RE30) the risks associated with a range of different sexual practices (RE27, RE31, RE34, RE35, RE36, HE19) about the impact of drug, alcohol and substance use on choices around sex (RE36, HE13)
Mental wellbeing: <ul style="list-style-type: none"> vocalising emotions (HE1) what stress is, including fight, flight, freeze response (HE3) about common mental illnesses and their treatment, including medication and talking therapies (HE3, HE4) 	Mental wellbeing: <ul style="list-style-type: none"> about the impact exam stress may have on mental health and when to seek help (HE5) helpful techniques to cope with exam stress, including revision techniques (HE5)
Internet safety and harms: <ul style="list-style-type: none"> about how the media and internet often show unrealistic images of people and bodies (HE7) how to critically analyse images and information they receive online (HE7) identifying harmful behaviour online (HE8) 	Internet safety and harms: <ul style="list-style-type: none"> about how to use social media platforms effectively for career development within appropriate safety boundaries (HE7) the impact of harmful online behaviour (HE8)
Physical health and fitness: <ul style="list-style-type: none"> how physical behaviour impacts wellbeing (HE9) about cancer and prevention (HE10, HE21) About the science relating to blood, organ and stem cell donation (HE11) 	Physical health and fitness:
Healthy eating: n/a	Healthy eating: n/a
Drugs, alcohol and tobacco:	Drugs, alcohol and tobacco:

<ul style="list-style-type: none"> • the impact of drug and substance misuse on individuals, families and communities (HE13) • about dependency and addiction and the services that can support people experiencing these (HE16) • the long-term health risks associated with smoking and second-hand smoke (HE18) • the different ways that people can use to give up smoking and where these are accessed (HE18) 	<ul style="list-style-type: none"> • Strategies for keeping safe at parties and festivals, in particular regarding drugs, substances and alcohol (HE13, HE14) • the risks and facts relating to alcohol, drugs and tobacco including the law (HE15, HE16, HE17, HE18)
<p>Health and prevention:</p> <ul style="list-style-type: none"> • about antibiotics, how they treat infections and dangers of over-use and mis-use (HE19) • about self-examination and when to seek help from a professional about changes to their body (HE21) • facts about immunisation and vaccination (HE22) 	<p>Health and prevention:</p>
<p>Basic First Aid:</p> <ul style="list-style-type: none"> • how to treat common injuries (HE24) • the skills to administer CPR and a defibrillator (HE25, HE26) 	<p>Basic First Aid:</p>
<p>Changing adolescent body:</p>	<p>Changing adolescent body:</p> <ul style="list-style-type: none"> • the facts about menstrual wellbeing (HE27) • the changes between male and female and the emotional impacts (HE28)

This document is to be used alongside the **Outcomes Progression**. It provides statements of progression across the year groups in KS5 for the new statutory outcomes for Relationships, Sex and Health Education.

<p>Year 12/13 pupils have the opportunity to learn:</p> <p>Families:</p> <ul style="list-style-type: none"> • about safe and unsafe relationships (RE7) • about the range of organisations that support people experiencing relationship difficulties and how to access them (RE7)
<p>Respectful relationships (including friendships):</p> <ul style="list-style-type: none"> • how to cultivate positive relationships in the workplace, including managing conflict (RE8, RE11) • about team roles and recognising their own strengths as a team member (RE8) • the impact of stereotypes and how to break down boundaries (RE10) • about fundamental values including tolerance of others (RE11) • the impact of cyberbullying and how to report it – roles and responsibilities online (RE12) • sexual harassment and the laws around it (RE14)
<p>Online and media:</p> <ul style="list-style-type: none"> • Online rights, responsibilities and risks (RE16, RE17) • What material is safe to share and what is not (RE18) • How to report issues (RE19) • Laws surrounding indecent images (RE22)
<p>Being safe:</p> <ul style="list-style-type: none"> • recognising and reporting exploitation, abuse, coercion, grooming, and other criminal offences (RE24) • Communicating consent and withdrawal of consent (RE25)
<p>Intimate and sexual relationships incl. sexual health:</p> <ul style="list-style-type: none"> • the risks associated with a range of different sexual practices (RE27) • about support available for those who are having difficulty conceiving (RE28) • about menopause, symptoms and impact (RE28) • the range of contraceptives available (RE31) • facts around, and impact of, miscarriage (RE32) • choices relating to pregnancy; keeping the baby, adoption and abortion (RE33) • STIs, HIV/AIDS (RE34) • Where to access advice on sexual health (RE37)
<p>Mental wellbeing:</p> <ul style="list-style-type: none"> • services that can help with emotional wellbeing and mental ill-health (RE7) • recognising the signs of mental ill health in themselves and others (HE3) • types of mental ill health (HE4) • about how to keep emotionally healthy when living away from home and/or independently (HE6) •
<p>Internet safety and harms:</p> <ul style="list-style-type: none"> • about how to identify harmful behaviours online and how to report it and find support (HE8)
<p>Physical health and fitness:</p>

<ul style="list-style-type: none"> • about cancer and prevention (HE10, HE21) • how to become a blood donor and the benefits for all (HE11)
<p>Healthy eating:</p> <ul style="list-style-type: none"> • how to plan nutritious meals on a budget (HE12) • strategies to make their money go further when purchasing healthy food (e.g. buying in season, own brands, etc) (HE12)
<p>Drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> • Strategies for keeping safe at parties and festivals, in particular regarding drugs, substances and alcohol (HE13, HE14) • the risks associated with alcohol and level of consumption (HE15) • addiction and dependency (HE16)
<p>Health and prevention:</p> <ul style="list-style-type: none"> • the benefits of self-examination and screening and what is available at what age (HE21) • to take responsibility for their own health, including health services and how to access (HE23)
<p>Basic First Aid:</p> <ul style="list-style-type: none"> • to recognise the signs that someone may need medical assistance in different scenarios, e.g. bars, festivals (HE24) • how to perform CPR (HE25) • when defibrillators may be required (HE26)
<p>Changing adolescent body:</p> <ul style="list-style-type: none"> • n/a

Appendix 3: Letter to parents/carers informing of right to withdraw
(sent out on ParentMail on Rugby High School headed paper)

Dear Parent/Guardian,

Over the course of the year, Year 9 PSHE will include sessions on: Consent, Sexually Transmitted Infections and Contraception. All of these issues are of vital importance in preparing students to be safe and secure, but I am also aware that for some students, these topics are of a sensitive nature. The sessions have been designed for Year 9 students however there will be some challenging material to make the students fully aware of the different dangers and risks they or others may face, and how they might be able to avoid and minimise them to ensure they remain positive, healthy and safe.

The sessions will either be run by the PSHE teacher, or myself. In the session on Sexually Transmitted Infections and Contraception the students will be given a condom demonstration, and in the Consent session students will be taught about what Consent means and how they can be in control of their own bodies.

If you have any concerns about the nature of any session please contact me at the earliest opportunity at c.marley@rugbyhighschool.co.uk

Regards,

Chris Marley

Head of PSHE