



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

PSHCE and RSE Policy

Document Control

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Related Documents/Policies

Reference	Title
	Behaviour for Learning Policy (2020)
	Safeguarding and Child Protection Policy (2020)
	E-Safety and Acceptable Use Policy (2020)
	Anti-bullying policy (2020)
	Drugs, Alcohol, Smoking and Substances Policy (2020)

Ms A Pettit, Subject Leader for PSHCE is responsible for reviewing and updating this policy annually.

Aims/values

Physical, Social, Health, Careers Education (PSHCE) is not an isolated curricular area. To be successful it needs to be embedded in all subjects so students can make connections with the world around us to aid their personal development. This underpins cross-curricular threads and breaks barriers or stereotypes, and creates opportunities for students to view learning as something other than subjects delivered in boxed time slots during a school day but as an evolving part of everyday life. This policy was produced in consultation with Pastoral Leaders and pupils.

Our overall aims:

- To provide a firm understanding of real issues that contribute to the health and wellbeing of young people;
- To educate students with the knowledge of what is acceptable in our society and giving them the knowledge to keep themselves and others safe;
- To encourage students to gain independence and take responsibility for the care and wellbeing of themselves and those close to them;
- To prepare our girls for their future in a variety of roles such as; parents, valuable citizens, employees and leaders;
- To foster a love of learning that extends lessons and encourages pupils to make a difference within the local community surrounding issues they see as important;
- To enhance understanding of subjects and concerns that may be labelled as a challenging topic with an aim to educate and make a difference. Our students will be given facts and encouraged to make independent decisions.

Definition of Relationships and Sex Education (RSE)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also, through carefully planned lessons, teaches and enables pupils to consider what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

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

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. Pupils are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Roles and Responsibilities

It is important that all staff have an awareness of PSHCE, that life learning is not secluded to the classroom but is within the walls of the school, on the bus journey, dinner queue, form tutor chat or

charity event for instance. Staff should continue to uphold the vision and values of the school, follow safeguarding procedures and ask for help when needed.

Teachers of PSHCE have a responsibility to review their lessons, keep up to date with knowledge and research to deliver high quality lessons that engage and promote curiosity whilst maintaining the very real belief that the students can make a difference however small. It is imperative that staff feel comfortable with answering questions in a variety of formats, through knowledge and in-depth research surrounding the subject. Staff should engage with relevant CPD and share knowledge with the wider team to continually improve learning for pupils. Teaching staff should ensure they have the knowledge of laws associated with their topic and that they share this information with pupils, they should also keep up to date with relevant support organisations and signpost pupils to these during lessons.

In summary, the role of teaching staff is to:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Subject Leader (SL);
- Attend and engage in professional development training around PSHCE education provision where appropriate;
- Provide feedback to the SL on their experience of teaching RSE and pupil response;
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHCE and RSE in school;
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs;
- Adhere to the rotation document to ensure a fair coverage of strands per class;
- Adapt lessons where needed and respond to the individual students in their classroom considering any vulnerable information;
- Carefully adapt lessons to suit remote learning when needed;
- Monitor and track assessment for learning and pupil engagement.

The role of Form Tutors is to:

- Encourage a high standard of learning during form sessions;
- Deliver high quality sessions provided by the Pastoral team within the weekly carousel;
- Deliver any PSHCE content missed from lessons and to support with consolidating learning during Tutor Time where needed;
- Ensure they have knowledge of the PSHCE curriculum so that they can support pupils in their form;
- Monitor work set on the Form Group classroom to gain understanding of pupil responses to topics.

The role of Pastoral Leaders is to:

- Read and understand the annual planning document and ask questions to clarify any areas of concern or misunderstanding;
- Alert the SL and class teacher to an issue they feel may specifically affect a student;
- Inform the SL at strategic points throughout the year of pastoral trends with an aim to utilise the flexible curriculum to personalise learning;
- Deliver assemblies that are relevant to pupils and that cover and compliment PSHCE subject content.

The role of parents is to:

- Support and share the responsibility of RSE and PSHCE;
- Keep up to date with the curriculum through information on the school's website;
- Should communicate with relevant staff if they have any concerns regarding their daughter's welfare. This, where relevant, will be communicated to the SL through the PL.

Parent Right of Withdrawal

Parents have the right to request that their child be excused from the sex education within RSE only, this can be granted up to three terms before their child is 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary. The contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents should carefully consider the context of the lessons: Sex Education is not taught as an isolated area as it relates to the wider context of relationships, withdrawal of pupils from lessons will have a detrimental impact on their understanding of relationships and PSHCE as a whole subject. If a parent has any concerns we advise carefully reading this policy and Frequently Asked Questions; reading through all documents from the links at the end of the policy; and then contacting the Pastoral Leader who will be able to provide further information.

The role of students is to:

- Attend PSHCE lessons that are in their school timetable and take them seriously;
- Recognise that these classes are a very important part of the curriculum and a tool to aid personal development;
- Support one another with issues that arise through PSHCE by:
 - Listening in class;
 - Being considerate of other people's feelings and beliefs;
 - Complying with confidentiality rules that are set in class and are key to effective provision.

Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school Behaviour for Learning Policy.

We ask pupils for feedback on the school's Relationships and Sex Education (RSE) provision throughout the year and expect them to take this responsibility seriously. There are also opportunities for feedback through Form Tutor Chats and their Pastoral leaders. The curriculum outline highlights our provision of relationships and sex education this follows guidance from the Department of Education in preparation for RSE becoming statutory.

Parental Engagement and Support

This policy will be available to parents and carers via our school website. We are committed to working closely with parents and carers. Parents can see when RSE will take place within the context of PSHCE lessons by looking at their daughter's timetable, the curriculum list above and the rotation guide which will be published on our website. As part of our approach to RSE opportunities for parents to view examples of resources will be referenced on the school website and shown during selected evenings.

This policy is presented to Parent Governors as part of the Teaching and Learning committee. In addition, we consulted parents in July and September via a survey to help us inform the PSHCE curriculum. This year in addition to the curriculum overview parents will be able to view a Frequently Asked Questions document to further understanding. In the second half of the Autumn term parents will be invited to view a webinar that gives further information about PSHCE lessons and learning content.

PSHCE encompasses 4 strands:

- **Relationships and Sex Education** - personal wellbeing, healthy living, risk and Relationships.
- **Digital presence and finance** - Online reputation, cyberbullying, staying safe online, money sense, making informed decisions.
- **Citizenship** -examines democracy and justice, rights and responsibilities, identities and diversity: living together in the UK.
- **Personal Identity and Wellbeing** - mental health, pressures, media portrayal and diversity, building resilience and coping strategies.

PSHCE is lifelong learning that responds to the status quo and supports students in forming their own identity but also encourages inclusivity where students make up their own mind considering shared British Values and what they consider to be morally right irrespective of the beliefs of those around them. RSE is an integral part of our curriculum and the subjects covered are listed below. Our RSE programme will be taught by a range of teaching methods and activities, including those shown during relevant parental evenings. Selected resources, such as film clips and activities will be used which support and promote the understanding within a moral/values context and underpin pupil choices and behaviour as they develop into young adults. Pupils will be taught about the society in which they are growing up and how learning experiences foster respect for others and for difference. Lessons support pupils in developing healthy relationships. All lessons are age appropriate and follow the statutory guidance and include resources recommended by the PSHE Association.

Through an annually changing curriculum, PSHCE adapts to current pupil needs, concerns from Pastoral Leaders, CPOMS information, student voice and current affairs.

We are delighted to have a sixth form PSHCE team who support in reviewing the programme of study. They conduct pupil voice at key points throughout the year to track pupil perception and hear how pupils are learning. This is then fed back to the Subject Leader to gain knowledge of the curriculum and adapt where necessary.

Through learning walks and book looks the progression through strands is tracked and monitored in addition to the quality of teaching and learning. Teachers use regular assessment for learning within their lessons to establish if pupils are making progress and gaining understanding of the topics.

Curriculum and delivery

With an aim to draw on expertise and to create a structure that allows students to access all of the curriculum, PSHCE is delivered through a carousel of lessons where students rotate to different strands. Lessons are seen as a distinct lesson by students and teachers and are kept interesting. This enables progression through the strands and allows teachers to be more responsive to the needs of the group. Key Stage 3 pupils have one lesson per fortnight; Key Stage 4 have three per fortnight; and Key Stage 5 have one. To compliment and consolidate learning, pupils also have form time and assemblies which cover key topics and themes. Where there is a pastoral need the lessons can be adapted to respond to or pre-empt a year group challenge. Our curriculum will be taught by teachers in our school who gain expertise and knowledge by remaining with the same year group and strand throughout the year.

This year lessons will evolve and adapt in response to a series of pupil voice activities and the ever-changing world around us.

The delivery of the content will be accessible to all pupils, including those with SEND via the SENCO by making staff aware of the learning needs through sharing the pupil profiles in school. Where needed the SENCO carries out observations to assess further support strategies and communicates to staff during briefings and emails. Teaching staff will adapt resources and their teaching style to meet the needs of individuals.

Creating a safe learning environment

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils. At the start of sensitive topics, a teacher will establish ground rules, examples of pupil generated ground rules are below:

- To listen to others;
- To not laugh at each other;
- To be mature;
- To respect different opinions.

Within lessons ground rules are:

- discussed and understood by all;
- clear and practical;
- modelled by the teacher;
- followed consistently and enforced;
- updated when needed;
- visible in lessons (for example, on a PowerPoint slide).

Managing Questions

Pupils are encouraged to ask questions in a safe and non-judgemental environment. Staff use a variety of teaching methods to enable students to ask questions in front of the class and anonymously, where appropriate. When checking pupil understanding, pupils are asked if they still have any questions regarding the topic studied, teachers take time to read these and adapt future lessons accordingly to cater for pupil needs.

Staff are aware that when answering questions, they pitch answers to the correct level of understanding for the year groups and class. Whilst most questions can be answered in the classroom environment there may be times where a one to one answer or referring the question to the Pastoral Lead is more appropriate.

Monitoring and Evaluation

Monitoring is an ongoing process, we use the below strategies at key points throughout the year:

- Scrutinising the curriculum content in relation to the statutory guidance; CPOMS data; pupil voice; parental engagement; and Pastoral Team input;
- Learning Walks;
- Sampling of pupil work through book looks and conversations with pupils;
- Pupil Voice activities led by Young Wellbeing Leads, teachers and Pastoral Leads.

Use of external organisations and visitors

We are delighted to take the opportunity to have visiting facilitators where possible to enhance learning opportunities, previously these have included Karma Nirvana, MedMinds and Teenage

Cancer Trust. We have many links with external agencies and charities and welcome partnership with more to enrich the learning experience for pupils.

An outline of the curriculum is below:

Year 7

<p>Pupils will have dedicated timely sessions to support their development for PSHCE, these listed opposite will be delivered to all pupils at the same time rather than on rotation.</p>	<p>There is more to life than grades;</p> <p>Don't let emotions ruin your life (Mental Wellbeing);</p> <p>Resilience and the teenage survival Guide (Mental Wellbeing);</p> <p>Growing and Changing: addressing gaps in knowledge from missed learning due to lockdown</p>
<p>Relationship and Sex Education</p>	<p>Puberty and periods;</p> <p>The changing adolescent body;</p> <p>Female Genital Mutilation (FGM);</p> <p>Friendship and respectful relationships.</p>
<p>Personal Identity and Wellbeing and Health Education</p>	<p>Celebrating Diversity: All different, all equal;</p> <p>Dental Health.</p>
<p>Digital Presence and Finance</p>	<p>How does money affect my feelings?</p> <p>What are the links between jobs and money?</p> <p>Staying safe online;</p> <p>Cyberbullying.</p>
<p>Citizenship</p>	<p>Introduction to Citizenship:</p> <p>Human Rights;</p> <p>Children's rights;</p> <p>Democracy and Dictatorship;</p> <p>Radicalisation.</p>

Year 8

<p>Sex and Relationships</p>	<p>Appropriate contact;</p> <p>Sexual orientation and gender identity;</p> <p>Puberty and consent;</p> <p>HPV and cervical cancer;</p>
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	Child Abuse.
Personal Identity, Wellbeing and Health	Self-harm: myths and facts, delivered by the PL in assembly format; Family life; Long term commitment; The legal statute of marriage; Parenting; Dental Care.
Digital Presence and Finance	Scambusters: spending online; What affects my choices about money? Cyberbullying; Safe social networking.
Citizenship	Hope not hate: British Values; Prevent: understanding and preventing extremism; How laws are made.

Year 9

Sex and Relationships	Contraception and safer sex; LGBTQ+; Puberty.
Personal Identity, Wellbeing and Health	Grooming: Child Sexual Exploitation and child abuse; Introduction to HIV (What HIV is. Developing empathy and understanding.); Healthy body.
Digital Presence and Finance	Bank of England; EconoME; What influences my decisions? How can I make informed decisions? Why do my decisions matter?
Citizenship	Basic First Aid: Common Injuries as well as lifesaving skills;

	<p>How to help someone who is unresponsive and not breathing, CPR and the purpose of defibrillators;</p> <p>Healthy relationships;</p> <p>The Next Generation Awards.</p>
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Year 10

Sex and Relationships	<p>Forced marriage;</p> <p>Disrespect nobody: consent;</p> <p>FGM;</p> <p>My values: sexual maturity;</p> <p>Contraception and Sexually Transmitted Infections;</p> <p>Sex and the media;</p> <p>Forming positive relationships;</p> <p>Sexting;</p> <p>Introduction to trafficking and staying safe.</p>
Personal Identity, Wellbeing and Health	<p>HIV (Raising awareness; challenging the stigma;)</p> <p>PREVENT;</p> <p>How language can divide us;</p> <p>Influence;</p> <p>Community;</p> <p>Stress;</p> <p>Healthy Coping Strategies, inc the benefits of physical exercise;</p> <p>Aggression.</p>
Digital Presence and Finance	<p>Natwest: money sense;</p> <p>How money can affect my wellbeing;</p> <p>How do I keep my money secure?</p> <p>Designing an app;</p> <p>Staying safe online;</p> <p>CEOP online blackmail;</p> <p>Gambling;</p>

	<p>Sharing of images and empathy.</p> <p>Online peer pressure</p>
Citizenship	<p>Alcohol;</p> <p>Drugs and smoking;</p> <p>Drugs and crime;</p> <p>Gangs: managing risks and staying safe;</p> <p>Risks and consequences, inc laws relating to carrying an offensive weapon;</p> <p>Knife crime;</p> <p>VAWG;</p> <p>Smoking, E-cigarettes, the harms and links to cancer;</p> <p>Legal rights and responsibilities regarding equality (Equality Act 2010) Unique and Equal;</p> <p>Parliamentary democracy;</p> <p>Human rights and International law;</p> <p>Electoral systems.</p>

Year 11

Sex and Relationships	<p>Pregnancy, inc teenage pregnancy and fertility levels of men and women and the links to life styles and miscarriage;</p> <p>Contraception;</p> <p>Sexually transmitted Infections;</p> <p>HPV and cervical cancer;</p> <p>Legal options for pregnancy inc abortion;</p> <p>Honour based violence.</p>
Personal Identity, Wellbeing and Health	<p>LGBTQ+: accepted terminology and terms;</p> <p>Child and sexual abuse;</p> <p>Talking about depression;</p> <p>Importance of healthy sleep;</p> <p>Healthy relationships with others;</p> <p>Emotional health: be unstoppable;</p>

	<p>Stop stigma, mental health awareness and facts;</p> <p>Understanding mental health;</p> <p>Healthy bodies and healthy lifestyle.</p>
Digital Presence and Finance	<p>Online reputation and social networking;</p> <p>Work skills: effective use of social media;</p> <p>Internet and emails;</p> <p>Being smart on your smartphone;</p> <p>Viewing harmful content online.</p>
Citizenship	<p>Extremism;</p> <p>Prevent;</p> <p>Faith and hate crime;</p> <p>Tax facts;</p> <p>Attitudes towards gang violence;</p> <p>First Aid inc CPR.</p>

Year 12

Sex and Relationships	<p>Breast care;</p> <p>Sexual curiosity;</p> <p>Child Sexual Exploitation (CSE)</p>
Health and Wellbeing	<p>Cyberbullying LGBTQ+ focus;</p> <p>Female Genital Mutilation (FGM);</p> <p>Mindfulness.</p>
Digital Presence	<p>Digital footprint;</p> <p>Internet safety;</p> <p>Streaming.</p>
Citizenship	<p>How does politics impact your lives?</p> <p>Voting and political participation;</p> <p>Rights and Brexit;</p>
Wellbeing and Personal Safety	<p>Suicide safety;</p> <p>Teenage partner abuse;</p> <p>Digital self esteem.</p>

Economic wellbeing; preparation for university and finance	Barclays life skills; Exploring bank accounts and credit cards; Renting accommodation and choosing insurance policies; Survival money skills.
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Year 13

Sex and Relationships	Legal position of abortion; Ethics and dangers of Pornography.
Health and Wellbeing	Relationship abuse; Sharing sexual images, the law and consequences.
Digital Presence	Tax and starting your first job; Flat sharing.
Citizenship	Hate crime; British Heart Foundation CPR.
Wellbeing and Personal Safety	Risk temptations, inc consequences on personal lives, safety, career, relationships and future lifestyle; Rape.
Economic wellbeing; preparation for university and finance	Knife crime; Homelessness.

In addition to the PSHCE curriculum lessons in Biology pupils learn:

Year 7	Puberty, adolescence, reproductive systems, fertilisation & menstrual cycle.
Years 8 and 9	Sexual reproduction: gametes and the genetics of it.
Years 10 and 11	Menstrual cycle, revision of reproduction

An outline of the Careers curriculum is below:

The Careers Curriculum for PSCHE is guided by the Career Development Institute's Framework for Careers Education. The framework presents end of key stage learning outcome statements for

learners across 17 important areas of careers, employability and enterprise education grouped under three headings:

- **Developing yourself through careers, employability and enterprise education:** self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers; learning and the world of work.
- **Learning about careers and the world of work:** exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development.
- **Developing your career management, employability and enterprise skills:** developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change.

This is then reviewed as we analyse our progression against the Gatsby Benchmarks.

Year 7:

- Identify the changes you have experienced and the skills you have developed so far;
- Identify your preferences, interests, strengths, personality and careers aspirations;
- Consider change and transition;
- Understand and consider the differences between a skill and a quality;
- Reflect upon your own skills and qualities;
- Consider skills and qualities that may be different in various roles;
- Consider what success means to you;
- Record and present information about yourself;
- Understand what is meant by work.

Year 8:

- Explain what is meant by beliefs, and identify some of your own beliefs which are important now and for your future career;
- Consider the reasons that people work;
- Consider your own motivations for choosing a career and explain your reasons;
- Consider the differences and similarities between school and work;
- Explore different job roles and consider their different rewards and if they interest you;
- Identify some of your personal qualities and understand that personal qualities can affect particular pathways and spare time activities;
- Analyse personal qualities associated with particular jobs;
- Understand what skills are and identify some of your own skills;
- Identify the skills needed for life and work;
- Understand the qualifications framework.

Year 9:

- Identify the influences on you;
- Identify stereotypes that will inhibit choice;
- Consider what influences decision;
- Consider how to make an informed decision;
- Understanding the future pathways available to me.

Year 10:

- Identify steps to take to achieve your career aim;
- Identify skills and qualities that employers are looking for;
- Match your own skills and qualities and identify needs/personal priorities;

- Use this knowledge and understanding to think critically about what impact this may have on educational choices and experiences;
- Have an overview and understanding of how the world of work may change by 2030;
- Understand what predicted skills and knowledge young people will need to prepare for the future world of work;
- Use this knowledge and understanding to think critically about what impact this may have on educational choices and experiences;
- Understand the main elements that make up a CV and covering letter and their purpose;
- Consider how knowing yourself and your skills/qualities will help with applications;
- Understand what is meant by 'labour market information';
- Consider the changes in the Labour Market and the effect it may have on the job market and your lifestyle and choices;
- Understand the need to investigate whether a work sector is declining, static or growing;
- Understand how to access unifrog and how it can support future career decisions.

Year 11:

- Review factors influencing post-16 option decision making;
- Identify individual progress for decision making and transition post-16;
- Identify implications of skills and interests for post- 16 options and careers ideas;
- Have an increased awareness of employment laws for young people;
- Be more aware of your rights at work and where to get help;
- Be more aware of your role at work and what an employer would expect of you;
- Practise refining short, positive statements about yourself;
- Identify key elements of good and bad applications
- Create a CV and a covering letter;
- Track your post-16 transition progress, and identify any further action required.

Opportunities outside of lessons

Induction Days

In order to support pupils in preparing for the year ahead we use Pastoral Leader feedback along with data recorded from CPOMS, our safeguarding and child protection software and pupil voice to tailor induction days. The Induction days aim to pre-empt issues that may arise and to equip pupils with the skills, resilience and knowledge to deal with any problems they may face. We provide many examples of the support network around them along with real life stories or scenarios.

Recent Induction days included:

Year 7	Introduction to wellbeing and strategies to encourage mindfulness.
Year 8	Body confidence and inspirational female leaders. Mindfulness activities.
Year 9	Building resilience and how to cope when things don't go your way. Bystander or lifesaver. Dragon's Den entrepreneur competition.
Year 10	Influences on health and healthy behaviours. Supporting good health and healthy behaviours.
Year 11	Equality and Discrimination

Next Generation Awards, Year 9

This involves a series of lessons and guest speakers run in school with the Civic Society which passionately believes that children have important contributions to make towards the development of Birmingham. This award programme provides a means for young people to make those contributions, drawing their attention to the fact that they are the future citizens of Birmingham and that their ideas, hopes and expectations do matter. They must conduct research and develop proposals for actions that would improve some aspect of life in the future. The scheme asks pupils to work in teams to identify issues and trends affecting people in their community, students work in small groups within forms and create presentations exploring the issues. Peers elect one group per form to make their presentation to a member of the Civic Society. We are delighted to have achieved second place last year and awarded a cheque to make the project 'Help the Homeless' a reality. This year we have had initial conversations with The Birmingham Civic Society to see how we can adapt the programme to bring opportunities to our current Year 9 pupils.

Sketchbook circle

This is a joint opportunity with PSHCE and the Art Department. A 'Sketchbook Circle' is an opportunity for students and staff to contribute to a collaborative piece of Art work in the form of a sketchbook.

Students can use any media or combinations of materials as they see fit. The themes have been carefully chosen to celebrate the positive differences and attributes of the students.

Statutory Regulations and guidance

Please find below links to relevant guidance and acts;

[Relationships and sex education \(RSE\) and health education](#)

[Introduction to Requirements](#)

[Physical Health and Mental Wellbeing](#)

[Regulations Relationships Education, Relationships and Sex Education, and Health Education](#)

[Relationships, sex and health education: guides for parents](#)

[Relationships education, relationships and sex education \(RSE\) and health education: FAQs Equality Act 2010](#)

[Discrimination: Your Rights](#)