



**DRAFT**  
**RELATIONSHIPS AND SEX  
EDUCATION POLICY**

**Reviewer:**

**Reviewed:**

**RATIFIED BY THE GOVERNING BODY**

**Signed:** \_\_\_\_\_  
(Chair of Curriculum and Standards Committee)

**Date:** \_\_\_\_\_

## Relationships and Sex Education (RSE) – Culcheth High School

### CHS Policy based upon secondary school policy drafted by WBC Public Health (March 2020)

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## 1. Overview of Statutory Requirements

In March 2017, the Government laid an amendment via the [Children and Social Work Act \(2017\)](#) to introduce compulsory relationships education in all primary schools and compulsory relationships and sex education (RSE) in all secondary schools from September 2020. These legislative commitments will help ensure all children and young people regardless of the school they attend, are provided with age- appropriate knowledge and information to build healthy and safe relationships into adulthood.

The Children and Social Work Act 2017 requires the Secretary of State to make Relationships Education mandatory in all primary schools, and RSE mandatory in all secondary schools through regulations. The Act also provides for a power to make PSHE (personal, social, health and economic), or elements therein, mandatory in all schools subject to careful consideration. The Department for Education published the [statutory guidance for Health Education, Relationships Education and RSE](#) in June 2019.

These statutory changes will ensure support for safe, effective PSHE practice across all schools and ensure consistency and high standards.

### Legislation (Statutory Regulations and Guidance)

Schools are required to teach relationships and sex education (RSE) under the following regulations and guidance documents:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2016)*
- *Children and Social Work Act (2017)*
- *Statutory guidance for Health Education, Relationships Education and RSE (2019)*
- *The new Ofsted framework (2019)*

Teaching about relationships and sex is nothing new for schools; RSE is normally covered through PSHE education, an established curriculum subject taught in the vast majority of schools. Nationally, concerns have been raised about consistency of quality and time allocated to these important subjects.

From September 2020, all secondary schools will be required to have health education and relationships and sex education (RSE) in place and a relationships and sex education policy. Schools that are ready to implement the updated guidance from September 2019, have been encouraged to do so.

At secondary Key Stages 3 & 4, Relationships and Sex Education covers broad areas of particular relevance and concern to children and young people today. Every student should be guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).

The school relationships and sex education policy needs to include the following:

1. Defines Relationships and Sex Education
2. Sets out the subject content, how it is taught and who is responsible for teaching it
3. Describes how the subject is monitored and evaluated
4. Include information about a parent's right to request that their child be excused from sex education within RSE only
5. Confirm the date by which the policy will be reviewed.

### **1.1. Current curriculum requirements**

[The Department for Education \(2015\)](#) wants all schools to provide high quality PSHE. It recognises that age-appropriate RSE teaching is key in keeping children and young people safe and healthy, and can provide them with the information they need to stay safe and build resilience against the risks of exploitation.

### **1.2. Delivering a broad and balanced curriculum**

Every state funded school including special schools maintained, free and academies- must offer a curriculum that: 'Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life'.

### **1.3. National curriculum science**

All maintained secondary schools must teach sex education that falls within the National Curriculum Science to all students.

Key Stage 3 covers: male and female reproductive system, including the menstrual cycle (without details of hormones).

Key Stage 4 (and those studying GCSE subject content) covers:

- Sexually transmitted infections including HIV/AIDS and how such diseases may be reduced or prevented
- The roles of hormones in human reproduction, including the menstrual cycle
- The use of hormones in contraception
- Modern reproductive technologies to treat infertility
- Evaluating hormonal and non-hormonal methods of contraception.

## 1.4. Safeguarding

RSE plays a vital part in meeting safeguarding obligations. The 2016 DfE Statutory guidance 'Keeping children safe in education' states that schools and colleges should ensure children are taught about safeguarding, including online.

For further information please see the statutory [Keeping children safe in education guidance](#) for schools and colleges on safeguarding children.

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the 'Safeguarding Sexually Active Young People' guidance.

The staff member will inform the Headteacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## 1.5. Wellbeing

- [Section 10 of the Children Act 2004](#), provides a duty for schools to cooperate with local authorities to improve the wellbeing of children and young people, including physical and mental health and emotional wellbeing.
- [Section 175 of the Education Act 2002](#) provides a duty on maintained schools to safeguard and promote the welfare of students.
- [Section 38 of the Education and Inspections Act 2006](#) amends Section 21 of the Education Act 2002, to state that "The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school – (a) promote the well-being of students at the school."

## 1.6. Equality

Under the [Equality Act 2010](#), schools and colleges must promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with 'protected characteristics' (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity).

## 1.7. Compliance with the statutory SRE guidance (until new Relationships Education and RSE guidance are in place from September 2020)

- The current statutory guidance for schools is [Sex and Relationship Education Guidance \(2000\)](#)
- [Under the Education Act \(1996\)](#), all maintained schools are required to have an up to date policy on Sex Education which should be available to parents and others with an interest. For academies and free schools that choose to

provide sex education, they are required to have regard to the SRE guidance and adopt an SRE policy if they wish.

## 1.8. Ofsted Inspection of RSE

The reforms making RSE, Relationships Education and Health Education mandatory coincide with the new Ofsted framework. RSE education also makes a unique contribution to safeguarding, and will support schools to fulfil their statutory duty to teach students to keep themselves safe.

School inspections can cover issues relating to student safety, PSHE and SRE. Inspectors report on whether or not arrangements for safeguarding students are effective. They also judge the effectiveness of the school's leadership and management, the quality of teaching, students' outcomes and their personal development, behaviour and welfare. Inspectors consider students' spiritual, moral, social and cultural development when reporting on the effectiveness of the school. Ofsted Inspectors will take account of the new legislation and guidance for schools in relation to PSHE and RSE in determining its inspection arrangements. PSHE education might therefore be a focus of inspections in providing evidence for these key judgements; particularly personal development.

*“In the new inspection model, we are particularly interested in how schools contribute to the personal development of children. This area is now a judgement in its own right. **This makes more space in inspection for discussing things like the PSHE lessons in which wider life issues can be explored**” (Chief Inspector Amanda Spielman).*

Whilst there will be no grade for RSE, like the other subjects, the new guidance on RSE spells out that governors and school management must ensure the subject is 'resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligation' (Roary Pownall, Ofsted's National Lead for PSHE and for Citizenship).

## 2. What is relationships and sex education (RSE)?

This policy covers our school's approach to delivering Relationships and Sex Education which becomes statutory in September 2020. We believe RSE is important for our students and our school. We aim to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure); as well as teaching what is acceptable and unacceptable behaviour in relationships.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports

people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Teachers will use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and use question boxes to allow students to raise issues anonymously.

**The overall intended outcomes for our school is that students will:**

- Know and 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
- Understand acceptable behaviours in relationships
- Understand the reasons for delaying sexual activity
- Be clear on their rights and responsibilities in relation to sex, relationships and young people and the law
- Have a strong understanding of how data is generated, collected, shared and used online.

Relationships and Sex Education (RSE) is learning about growing up, relationships, sexual health and reproduction. RSE learning includes:

- Physical development, e.g. how our bodies change in puberty;
- Emotions, for example how to manage challenging feelings; and
- Social influence, such as positive and negative influences from our friends, peers and media.

A broad programme of RSE, delivered effectively in education and youth settings and at home, prepares children and young people for the realities of the modern world, and is vital for keeping children and young people safe. It protects them from the dangers of exploitation and abuse, as well as providing them with the knowledge and skills to develop healthy and fulfilling relationships and look after their sexual and reproductive health, free from sexually transmitted infections and unwanted pregnancies.

At primary age, it helps them identify what areas of the body are private, how their bodies will change, how to say no and who they can talk to if they are worried. Later, it explores what a healthy relationship looks like, giving them the language to communicate and report when someone is making them feel uncomfortable or making them do things they don't want to do. It promotes an awareness of where to turn for help, identifying trusted adults in their lives. RSE also provides an opportunity to integrate an awareness of resilience-building as part of effective PSHE.

## **Culcheth High School Purpose and Values**

In keeping with the school's purpose and values, we expect all members of our school community to **be the best they can be** and help others to be the best that they can be by valuing: Respect, Honesty and Excellence. Our school believes that RSE encourages the following values:

- Respect for self and others
- Tolerance towards others who may have different backgrounds, culture or views
- The importance of stable loving relationships, family life, and marriage
- The importance of honesty, care and love in relationships

Good quality RSE promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others. The process of values clarification and development is common across the broader subject of PSHE.

### **3. Evidence highlighting the principles that underpin good quality RSE**

International evidence is clear that comprehensive relationships and sex education (RSE) protects young people from STIs and unplanned pregnancy, as well as some of the behaviours that make them more at risk, including non-consensual sex. Natsal-3 found young people who cited school as their main source of RSE were less likely to acquire an STI or experience an unplanned pregnancy.

To be effective, RSE needs to be evidence based. The Sex Education Forum has developed a statement of commitment with twelve principles, drawn from the international research evidence. The statement is supported by a range of organisations, including NSPCC, Barnardo's, the Children's Society and the National Children's Bureau.

A poster is available for schools to display their commitment to developing and delivering high quality RSE, and to share with students, parents, staff and governors from: [Sex Education Forum](#)

## **4. Why is RSE important?**

### **4.1. Consensual relationships**

Young women are less likely to have experienced sex against their will if their main source of RSE was school. In addition, young women aged 15-24 who received 'comprehensive sexuality education' were less likely to have a partner with a big age difference at first sex (a factor associated with intimate partner violence), and were less likely to describe first sex as unwanted.

A YouGov Poll (2013) found that 86% of UK adults believe RSE that addresses sexual consent and respectful relationships, should be taught in all secondary schools. The topic of consent is covered within the school's RSE curriculum.

## **4.2. Delay the age of first sex**

National and international research shows that young people who receive high quality RSE are more likely to delay the age of first sex. There is no evidence that RSE increases teenage sexual activity or hastens the first experience of sex.

## **4.3. Prevent an unplanned pregnancy and look after their sexual health**

Young women and young men who report school as their main source of information were less likely to contract an STI. Young women were less likely to be pregnant before 18 and to experience unplanned pregnancy in later life. Together with access to sexual health services, RSE can contribute to public health priorities related to sexual abuse, unplanned pregnancies, teenage pregnancies, sexually transmitted infections and health inequalities.

## **4.4. Teenage pregnancy and young parents**

Although it is reported that two thirds of young people don't have sex before 16, by the age of 20, 85% will have; so all young people need good SRE and access to services to prevent early pregnancy and look after their sexual health.

An open and honest culture around sex and relationships is also associated with lower teenage pregnancy rates. The strongest empirical evidence identifies the provision of high quality, comprehensive sex and relationships education (SRE) linked to improved use of contraception positively results in lower teenage pregnancy rates. This is evidenced in countries with more open approaches to young people's sexual health, better SRE, more parental communication and more accessible contraceptive services, have lower conception rates.

Maintaining the downward trend in under-18 conceptions is a priority in the Department of Health Framework for Sexual Health Improvement in England and key to Public Health England priorities, including reducing health inequalities, ensuring every child gets the best start in life and improving sexual and reproductive health.

Rates have been reducing in recent years in Warrington, the North West and England. The fluctuations seen in Warrington's rate reflect the small number of conceptions that the rates per 1,000 are based on. In Warrington, during 2017 there were 65 conceptions (aged 17 and under at the time of conception). Whilst this is a slight increase on the previous year (60), it still reflects considerable progress in the long term; in 1998 when this indicator was first introduced, the number of conceptions was approximately 2.5 times higher than in 2017. Although trends show a reduction in Warrington overall, in the most deprived areas, rates are still significantly higher than the rest of Warrington. Latchford East, Bewsey and Whitecross and Poplars and Hulme had significantly higher conception rates than England.

While for some young women having a child when young can represent a positive turning point in their lives, for many more teenagers bringing up a child is extremely difficult and often results in poor outcomes for both the teenage parent and the child,

in terms of the baby's health, the mother's emotional health and well-being and the likelihood of both the parent and child living in long-term poverty. Most teenage pregnancies are unplanned and around half end in an abortion. As well as it being an avoidable experience for the young woman, abortions represent an avoidable cost to the NHS.

Contraceptive services need to be accessible and youth friendly to encourage early uptake of advice, with consultations that recognise and address any knowledge gaps about fertility and concerns about side effects, and support young people to choose and use their preferred method.

For further information visit: Warrington's Sexual Health Service at: [www.axess.clinic](http://www.axess.clinic)  
For more information: Teenage pregnancy and young parents, Report for Warrington. The [Teenage Pregnancy Prevention Framework](#) (published in January 2018).

#### **4.5. Prevent Sexually Transmitted Infections (STIs)**

The Public Health England Guidance Health matters: preventing STIs, published in August 2019; focuses on the prevention of 5 common sexually transmitted infections (STIs) [Health matters: preventing STIs](#). The 5 common sexually transmitted infections (STIs) are gonorrhoea, chlamydia, syphilis, genital herpes and genital warts.

##### **4.5.1. STI rates in Young People**

The guidance states that the diagnosis rates of STIs remains greatest in young heterosexuals aged 15 to 24 years, black minority ethnic (BME) populations, men who have sex with men (MSM), and people residing in the most deprived areas in England.

##### **4.5.2. Preventing and reducing common STIs**

Prevention is central to achieving good sexual health outcomes and entails changes that reduce the risk of poor sexual health outcomes and activities that encourage healthy behaviours. Education, condom use, diagnosis and treatment are key interventions for their prevention and control.

The new statutory RSE status provides a unique opportunity to embed primary prevention on all sexual and reproductive health issues, equipping young people with the skills and knowledge they need to look after their own sexual health, including understanding the benefits of condom use and testing.

Statutory guidance for schools, published by the Department for Education (DfE) in June 2019, specifically requires that students at secondary level learn about:

- the prevalence of some STIs and the impact they can have on those who acquire them
- how the different STIs, including HIV and AIDs, are transmitted
- how risk can be reduced through safer sex (including through condom use)

- the importance of and facts about testing and treatment
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

#### **4.5.3. Chlamydia screening in sexually active young people**

The [National Chlamydia Screening Programme](#) (NCSP) provides opportunistic screening to sexually active young people aged 15-to-24 years. The aim of the programme is to control chlamydia through early detection and treatment of asymptomatic infection, so reducing onward transmission and the consequences of untreated infection.

Chlamydia is the most commonly diagnosed bacterial sexually transmitted infection in England, with rates substantially higher in young adults than any other age group. It causes avoidable sexual and reproductive ill-health, including symptomatic acute infections and complications such as pelvic inflammatory disease (PID), ectopic pregnancy and tubal-factor infertility.

Chlamydia screening is commissioned by Warrington Public Health and young people can be screened at Warrington and Halton's sexual health service Axess clinics or via online testing, if over 16 years of age.

For further information visit: Warrington's Sexual Health Service at: [www.axess.clinic](http://www.axess.clinic)

#### **4.5.4. The universal human papillomavirus vaccination (HPV) programme Year 8 Students**

There are over 100 types of HPV, of which around 40 types infect the genitals. HPV infections are very common and most people will get an infection (caught through any kind of sexual contact with another infected person) at some point in their lives. The majority of these infections will naturally clear up without treatment, but if they don't, they can lead to HPV-related disease.

The [National HPV Immunisation Programme](#) delivers the HPV vaccine, which protects against 4 types of HPV (6, 11, 16 and 18). These include both high- and low-risk types responsible for the majority of cervical cancers and genital warts.

In England, from September 2019, all boys and girls aged 12 to 13 will be routinely offered the first human papillomavirus (HPV) vaccination when they're in Year 8 at school. The second dose is usually offered 6 to 12 months after the first. People who miss their vaccination offered in Year 8 at school can get the HPV vaccine for free on the NHS up until their 25th birthday. It's important to have both doses of the vaccine to be fully protected. This immunisation programme is commissioned as part of the 0-19 Healthy Child Programme and delivered by the dedicated School-aged [Immunisation Team](#).

#### **4.6. Be aware of, or report abuse**

Children who are taught about preventing sexual abuse at school are more likely than others to tell an adult if they had, or were actually experiencing sexual abuse.

Students will be taught within the RSE curriculum; appropriate ways to report abuse and who to speak to.

Reporting abuse

<https://www.proceduresonline.com/pancheshire/warrington/index.html>

#### **4.7. Views on RSE from young people and their parents**

There is a need to monitor young people's experience of RSE so we have a benchmark and gain an understanding of where there are gaps.

##### **4.7.1. Young People's experience of RSE in school and at home**

The Sex Education Forum commissioned a RSE poll of 1000 young people aged 16 and 17 years old in 2019. It covered 9 geographical regions in England. The young people were asked a number of questions about their experience of RSE in school and at home.

Some of the key findings:

41% of respondents rate the quality of their school RSE as good or very good, with male (44%) respondents more likely to rate their RSE from school as good or very good than females (39%). For further information visit the [Sex Education Forum](#)

Other survey findings:

- Most young people receive Relationships and Sex Education from lessons at school and this is their preferred method followed by parents and health professionals.
- Nearly a quarter of boys and young men want their fathers to provide them with information, but only 3% do.
- 40% girls and young women want to receive information from their mothers but only 14% do.
- Health professionals are the main source of RSE for only 1% of boys and young men and 3% for girls and young women, yet around a quarter of both sexes would prefer them to be their main source.
- A recent Barnardo's poll of 11-15 year olds found that 74% believed that children would be safer if they had age appropriate classes on RSE.

##### **4.7.2. Consultation with young people in secondary schools**

Warrington high schools are encouraged to ask their students to complete a PSHE survey after completion of end of term/ year topics via a PSHE Survey. This is completed annually in our school. The findings from this will help to inform and improve future delivery.

##### **4.7.3. Parents and Carers support the delivery of RSE in schools**

Parents and carers believe RSE should cover a range of topics that fully prepare their children for adult life. Recent survey findings:

- Mumsnet conducted a survey (2011) with 1061 parents. 98% were happy for their children to attend RSE lessons.

- In a poll carried out by the National Association of Head Teachers (NAHT) 2013, 88% of parents stated their support for compulsory school lessons about adult relationships and peer pressure.
- A YouGov Poll (2013) found that 86% of UK adults believe RSE that addresses sexual consent and respectful relationships, should be taught in all secondary schools.
- In a 2016 PSHE Association survey, 91% of parents (1047 Parents of children aged 18 or under) agreed that skills including how to protect themselves from risks associated with cyberbullying, shared sexual images (i.e. “sexting”), and contact from strangers online, should be taught in all schools.
- 90% of those surveyed by Mumsnet think RSE should address matters around sexual orientation (the mean age at which survey respondents think this should be addressed is 10.5); 82% think it should address sexual violence and sexual bullying (mean age: 12.3), 80% think it should explore issues to do with sex and the media (11.8), ‘sexting’ (12.3), and pornography (12.8).
- 83% of parents that responded to the NAHT survey wanted schools to address issues to do with pornography.

Parents and carers agree that it should be a partnership between school and home and need support to ensure they do this effectively. Most parents (84%) want both school and home to have a role in RSE.

- 7 out of 10 parents would welcome help and support from their child’s school about how they can talk to their child about growing up and related issues.
- Parents also have clear expectations with 91% believing all young people should receive PSHE lessons, to teach about the risks of sexting, contact from strangers online and the widespread availability of pornography.

An open culture and ease of parental communication about sexual issues are also associated with lower teenage conception rates. Yet many parents and carers feel they lack the skills, confidence and knowledge to talk to their children, and look to schools for support. In this regard, we will work together with parents and carers to make sure children and young people get the information and support they need.

## **5. Partnership approaches to delivering RSE**

RSE also extends beyond the classroom. Whilst the majority of young people want to learn about RSE at school, we know that they also want to be able to talk to their parents and health professionals, such as school nurses, or sexual health services about sex and relationships too.

Culcheth High School will also use its integrated pastoral care staff and wider support systems to implement specialist elements of the RSE curriculum. This will include using external support, external agencies and wider support networks.

In addition to the school pastoral support, Warrington Borough Council commissions a number of services to work closely with schools, other partner agencies and young people to provide support around health and wellbeing and sexual and reproductive health.

## External visitors

External visitors contributing to RSE include school nurses, youth workers, peer educators, theatre-in-education companies, staff from local sexual health or domestic violence charities, members of a faith or community group. If external visitors contribute to RSE they are selected because they have the right skills and experience to make a unique contribution and add value. External visitors are not used as a substitute for a teacher (who will always be present in the lesson) and they also comply with the school policy on confidentiality and safeguarding (a copy of which they will be provided with).

Personal Development lessons at our school have external input from a variety of agencies, including (but not exclusively) Cheshire Police, Warrington Youth Health Team, School Health Team, and Warrington Borough Council Road Safety Team.

### 5.1. Warrington and Halton's Sexual Health Service AXESS

AXESS sexual health service offers free, confidential sexual health services for Warrington residents. The main clinics are Bath Street Health and Wellbeing Centre (for all ages). Axess provides a dedicated young persons (under 19 years old) sexual health service based at Winmarleigh Street, Warrington, WA1 1SR (in Gateway building). Young people can also access the main service clinic at Bath Street. Health professionals need to decide whether a child is mature enough to make decisions around contraception and will use the Gillick competency and Fraser guidelines (5.5).

Students who are 16 years and above will be able to go online for support at: [www.axess.clinic](http://www.axess.clinic) this will include being able to order a sexually transmitted infections postal kit if required, and book a clinic appointment.

Free condoms are available from AXESS Sexual Health Service and via the AXESS connect condom scheme which offers free condoms at local participating pharmacies and other settings. Available to all young people aged under 25 years old. Young people will be required to have a condom teach and will be required to answer a number of questions in relation to Gillick Competency (5.5).

### 5.2. Warrington School Health Service

Warrington School Health Service is currently provided by Bridgewater Community Healthcare NHS Trust. This service offers all secondary schools a Named School Nurse who is supported by a wider school health team which includes Community Nurses, Nursery Nurses and Support Workers. Each school is offered:

- A school health delivery plan reviewed annually.
- Weekly drop in with a School Nurse; including the offer of enhanced provision sexual health service if agreed.
- Targeted direct work with young people and their families via referrals into the school nursing team or through identification at drop in.
- Support as requested with health promotion opportunities.

- Supporting the delivery of RSE lessons in Year 9 & year 10 within the secondary school setting.
- Signposting and referrals to other services and partner agencies if identified.

### **5.2.1. School Nurse weekly holistic drop in service**

This is a confidential service for young people in high schools delivered by public health school nurses. It allows young people to ask questions about their wider health and sexual health which they may be too embarrassed to ask in an RSE lesson.

Culcheth High School has a weekly drop in from the School Nurse. Appointments can be made directly with the school nurse or through the pastoral support teams in school. We advertise the dates, times and room in school on the digital signage and through the pastoral communications with form tutors and PSSOs.

### **5.2.2. Warrington School Health Service contributions to PSHE - Secondary Schools**

As part of the core offer, school health can deliver lessons which cover contraception and the prevention of Sexually Transmitted Infections. As part of the core offer Culcheth High School currently uses 'Risky Behaviours' which is delivered to Year 7 (healthy relationships) & Year 10 (consent) by the Warrington BC Youth Service, Year 8 receives 'Ghost Streets' Road Safety input, and Years 9 & Year 10 receive input from the School Nursing Team on Contraception and STIs.

The lessons also include risk taking behaviours, consent, confidentiality and how to access relevant support and services. These are delivered using PowerPoint, interactive exercises and group work. Lessons can be adapted for the needs of the young people within the school setting if this is identified.

### **5.2.3. Warrington School Health Service School Health Enhanced RSE Offer**

Warrington High Schools can request this additional service from the School Nursing Service. Normally this is discussed and agreed by the school Governors, staff and Parents.

This includes:

- Emotional/sexual and relationship support and advice
- Pregnancy testing
- Chlamydia and gonorrhoea screening
- Emergency contraception
- Condom demonstration and issuing

Please see Warrington School Health Service School Health Enhanced RSE Offer Governor Presentation.

Health professionals need to decide whether a child is mature enough to make decisions around contraception and will use the Gillick competency and Fraser guidelines. Please see 5.5.

### **5.3. Youth Service**

Warrington's Youth Service is a key aspect of the council's Early Help offer. The purpose of Early Help is to prevent issues from getting worse by offering support at the right time and the Youth Service does this through working with young people, aged 11-19 up to 25 for SEND, to support their personal, social and emotional development at the times when they need it most.

Relationship and Sexual Health information and advice is available at all youth work sessions.

Young people can access this support by dropping into one of our open access sessions or by referral via the MARS into one of our targeted groups. The current Youth work Offer can be found on [www.mylifewarrington](http://www.mylifewarrington).

#### **5.3.1. Risky Behaviours Programme**

PSHE is a planned, developmental programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The Risky Behaviour Team can complement school's curriculum with learning opportunities aimed at improving Health, Wellbeing and Safety.

Core themes will include

- How to develop and maintain a variety of healthy relationships
- How to make informed choices about their wellbeing including mental, emotional and sexual health
- How to deal with risky or negative relationships
- Learn about the concept of 'consent' in a variety of contexts
- How to make informed choices about smoking, drinking and substance use
- How to assess and manage risks to their health and wellbeing keeping themselves and others safe
- How to identify and access help, advice and support

Examples of workshops include, Drug and Alcohol awareness, Exploitation (understanding the grooming process Sexual, Criminal online, offline) and Gambling. The Youth Service will contact each School to agree workshops.

#### **5.3.2. Youth Service Young people's Drug and Alcohol Service**

The Young People Drug and Alcohol Service provides support to young people, with drug or / and alcohol issues, possibly with other vulnerabilities. Young people will be offered a structured and bespoke programme focusing on recovery, if the young person agrees this can also include whole family working. Referral for this service is via a MARS or the young person can self-refer.

For more information please see: [Smoking, drinking and drug use among young people in England 2018](#)

#### **5.4. Support for young parents**

Warrington Family Nurse Partnership (FNP) is commissioned as part of the 0-19 Public Health Integrated Services to provide 75 places to first time young parents aged 19 and under who live in the Warrington area. FNP is an evidence-based, preventive programme for first time young mothers. It is a licensed programme, developed in the USA.

Participation in the FNP programme is voluntary. When a mother joins the FNP programme, the Healthy Child Programme is delivered by the Family Nurse instead of by Health Visitors as part of the FNP programme. The Family Nurse plays an important role in any necessary safeguarding arrangements, alongside statutory and other partners, to ensure children are protected.

Schools or health professionals will need to complete the FNP notification form for first time under 19 mothers who might want a place on the FNP programme [Warrington's FNP notification form](#).

#### **Support for pregnant teenagers and young fathers;**

Any student who is continuing with a pregnancy will be given time with the Pastoral Lead or designated staff member to ensure she knows how she may continue her education within this school and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support from other agencies. The school nurse will help her to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information on sources of advice on legal and other issues, for example, the Citizens' Advice Bureau.

#### **5.5. Gillick competency and Fraser guidelines.**

Health professionals need to decide whether a child is mature enough to make decisions around contraception. The Gillick competency and Fraser guidelines are widely used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions. They help people who work with children to balance the need to listen to children's wishes with the responsibility to keep them safe.

Key issues a health professional will bear in mind include:

- The child's safety is paramount. Child protection concerns must always be shared with the relevant agencies, even if this goes against the child's wishes.
- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused.
- Sexual activity with a child under 13 is a criminal offence and should always result in a child protection referral.

For further information please refer to: [Gillick Competency Factsheet](#)

## **6. Delivering RSE effectively**

### **6.1. Statutory RSE**

The new statutory relationships and sex education September 2020, states that by the end of secondary school; Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. Please see page 27-29 of the following guidance document: [Relationships Education RSE and Health Education](#)

Please see the school's website for full curriculum details of all RSE and Personal Development provision. This will sign post what is covered, by year group, on a termly basis.

### **6.2. Roles and responsibilities**

Responsibility for the RSE policy in our school lies with governing body. The Curriculum & Standards Governor Committee is responsible for the ratification and review of this RSE policy.

The PSHE Education lead is Ms Joanna Shaw and she is line-managed by Mrs Brearley (AHT/SENCO).

### **6.3. Curriculum Design**

Culcheth High School delivers elements of the RSE curriculum through existing subjects such as Science and Religious Education. Form time, assemblies and extra-curricular activities further support the RSE & Personal Development curriculum. This enhances the timetabled curriculum time that is given to every student in every year group. Year 7 to Year 11 each have one period per fortnight timetabled for Personal Development & RSE. Please see the school website for the curriculum overview.

Good quality RSE requires sufficient time: for planning, delivery and evaluation. Therefore, CHS has a timetabled RSE programme, with clear learning outcomes ensuring regular and repeated input that builds year on year.

Ways in which our school supports effective timetabling for RSE are:

- The timing of these lessons does not clash with other activities, in order to ensure that pupils are not absent from the lesson.
- There is time built in for end-of-module assessment feedback to students, and end of year reporting to parents/carers.
- In addition to timetabled lessons, RSE is enriched by extra-curricular activities and special events such as visits from external agencies and termly whole-school focused 'awareness' events (three per term). The timing of these activities are planned to complement timetabled lessons.

### **6.3.1. Subject content, how it is taught and who is responsible for teaching it**

Our RSE programme is an integral part of our whole school PSHE education provision. These lessons are delivered by Form Teachers, subject specialist staff and through fortnightly timetabled Personal Development (PD) lessons in all year groups.

#### **Mixed and/or single sex groups**

PD lessons are delivered in mixed gender groups. When teaching any sensitive issue young people may give cause for concern, and a link needs to be made with the pastoral system and child protection or safeguarding arrangements. If we have any reason to believe a student is at risk, we are required to report this to the Safeguarding Team and follow the protocol set out in the CHS Child Protection and Safeguarding policies.

PD lessons are set according to English sets, and therefore work and content is differentiated accordingly by the member of staff delivering the lesson, whilst also ensuring that key ideas/information are disseminated.

### **6.3.2. RSE – Other Curriculum Areas**

Maintained schools are required to teach the national curriculum for science and Religious Education. There is no right to withdraw from the national curriculum science. See section 1.3 above.

### **6.3.3. RSE- progression / spiral curriculum**

Teachers will build on the foundation of Relationships Education taught in primary school and as students grow up, extend teaching to include intimate relationships. Students will be taught about different family relationships, friendships and other kinds of relationships that are equally important. This teaching should enable students to distinguish between healthy relationships and distorted or harmful relationships. This will include the benefits of healthy relationships to their mental wellbeing and self-respect and that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Students will be taught in an age-appropriate way the facts and the law about sex, including age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

#### **Language**

RSE has a vital role to play in helping young people develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching RSE are able to model use of this type of vocabulary.

#### **6.3.4. RSE – meeting the needs of all our students**

To ensure students are taught about the society in which they are growing up, we will cover subjects designed to foster respect for others and for difference, and educate students about healthy relationships. We will ensure RSE is inclusive and meets the needs of all our students, so students feel that the content is relevant to them.

As per the new RSHE Statutory Guidance our students will receive teaching on LGBTQ+ content in secondary schools. We will teach our students about the society that we live in and the different types of loving, healthy relationships that exist in a way that respects everyone. Sexual orientation, gender identity and different types of relationships in the context of the law will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, teachers will be aware that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships.

The subjects covered in the new RSHE Statutory Guidance are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. The religious background of students will be taken into account when planning teaching, so that topics are appropriately handled.

#### **Children with special needs:**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

#### **6.3.5. RSE – coercion and sexual exploitation**

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly within the Relationship and Sex Education delivery. It is also a requirement that schools address the physical and emotional damage caused by female genital mutilation (FGM), provide information on where to find support and highlight that this is a criminal offence.

Students may need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Our school will be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support. Students are informed of where they can go for further information and support.

The RSE programme also covers internet safety with students being taught the rules and principles for keeping safe online. This will include how personal data is

captured on social media, how to recognise risks, harmful content and contact, and how and to whom to report issues.

Our school will follow safeguarding procedures if there are any safeguarding concerns raised in lessons.

### **6.3.6. RSE - the Law**

Young people need to know important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

Our school curriculum will cover the different legal provisions when relevant topics are being taught, including for example: marriage, consent, including the age of consent, online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.), pornography, abortion, sexuality and gender identity and female genital mutilation (FGM). The purpose is to protect our students and ensure young people take responsibility for their actions.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from the PSHE coordinator or senior lead and/or safeguarding team.

## **7. RSE - monitoring and evaluation**

RSE & Personal Development is monitored and evaluated in line with the school's quality assurance and self-review procedures and protocols. This is the same for every subject and curriculum area. Students complete an annual questionnaire as part of student voice reviewing the Personal Development curriculum and provision.

The RSE curriculum will be reviewed annually and evaluated to ensure it meets the needs of all learners. The monitoring process will be conducted by the Head of PSHE who will feed this information back to governors, students and parents. This will include;

- Quality Marked Assessment of RSE at Key Stage 3
- Students undertaking peer/self-assessment as part of the planned programme of work and completing a yearly PSHE Survey, which will allow...
- Teachers to evaluate their RSE lesson content and delivery to inform future planning.
- RSE being reported on to parents via the end of year Personal Development reports.

**Monitoring** is an ongoing process that checks the degree to which a programme, course or scheme of work is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered by using SIMS to record pupil attendance in RSE lessons, effective PSHE leadership which follows the CHS system of lesson observations (QA Calendar) and peer support, and a system for regular review of the RSE policy and programme including looking at staff records and samples of students' work.

**Evaluation** is the process that measures whether the lesson or unit of work is effective and worthwhile. The assessment of student learning will contribute to the lesson/unit evaluation. Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

These questions are answered by both structured and informal pupil and staff feedback in the form of:

- Teacher evaluation of lessons, units and the overall RSE programme
- evidence from lesson observations/Learning Walks/Learning Talks
- evaluation of contributions of external partners
- feedback and evaluation by students via 'Student Voice' activities
- scrutiny of assessment records
- sampling students' work and portfolios

Evaluation is a means of improving provision and raising standards. Evaluation helps to identify issues for development and can prompt a review process and this may result in changes to the RSE programme or policy.

## **8. Engaging with parents**

Our school will maintain an open dialogue between parents and teachers; as we value and welcome any questions about our school's approach to the RSHE curriculum.

**The Department for Education** has published the following **guidance for parents: [a useful list of FAQs for parents](#)** on the new RSE/Relationships Education requirements, and guides for parents on Relationships Education, RSE and Health

Education. [RSE Secondary school guide for parents](#) which we will display on our school's website with this RSE policy.

<http://culchethhigh.org.uk/curriculum-2/>

## **8.1. RSE Parental engagement**

Parents at Culcheth High School are regularly updated with the Personal Development & RSE curriculum provision through the monthly newsletter. All documents are on the school website and parents will always be consulted with any future changes to this policy. Parents are kept informed of student progress in Personal Development through the school's reporting and assessment procedures.

## **8.2. RSE – Parents' right of withdrawal**

There are likely to be a number of reasons why parents may choose to withdraw their children from sex education. We hope that a good understanding of the importance of sex education (including its importance for keeping young people safe), familiarity with teaching approaches and resources to be used, and the opportunity to have questions answered and concerns heard, are likely to reduce the chances of parents requesting to withdraw their child. If a parent/carer has concerns, they will be encouraged to meet with the Headteacher.

### **8.2.1. The right of withdrawal up to September 2020**

The new statutory regulations and guidance apply from September 2020, and until then the statutory Sex and Relationships Education Guidance (2000) is still in effect.

- Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Schools must make alternative arrangements for students whose parents choose to withdraw them from SRE lessons.

### **8.2.2. The right of withdrawal from September 2020**

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from 2020, including academies, free schools and independent schools.

#### **In secondary education from September 2020:**

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’
- Where students are withdrawn from sex education, schools should document the process and will have to ‘ensure that the student receives appropriate, purposeful education during the period of withdrawal.’
- Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.
- A parent’s choice to withdraw a child from RSE does not affect the child’s right to use confidential health services provided at the school or elsewhere. For further information see the Sex Education Forum factsheet: Confidentiality: promoting young people’s sexual health and well-being in secondary schools (2007).
- In order to allay fears about the content and purpose of RSE at Culcheth High School, parents were given an opportunity to view the policy on the school website and encouraged to contact the school with any questions/concerns (as part of the consultation period) prior to ratification by the school governing body.
- Parents have been informed via the school website and Eagle Newsletter about their right to withdraw their child from RSE but in the rare case that this occurs, parents are encouraged to provide RSE at home if they choose to withdraw their child. Culcheth High School will offer to support parents opting out of school RSE by providing copies of materials used with students in school.

## **Staff and Governors**

After consultation with students and parents, staff were invited to review the RSE policy and schemes of work for Personal Development. Staff involved with the delivery of PD lessons were also asked to complete a survey regarding their opinions of the lesson content/format, etc. in order to continually evaluate and improve the curriculum. Following this we presented the policy to governors to ensure that the policy worked well with the context and moral framework of the school. Governors were invited to view the videos and materials used in our scheme of work before they ratified the policy.

## **9. Training for Teachers**

RSE delivered by schools is complemented by support and training offered to staff. This will help ensure children and young people are provided with consistent messages and advice around making safe and healthy decisions in relationships.

## 9.1. DfE Early adopter schools

Culcheth High School have volunteered to become an early adopter of the new curriculum and we will support the development of the new RSE guidance. This learning will be shared through relevant forums; such as the Warrington PSHE Networks, Alliance for Learning PSHE Networks and the DfE Early Adopter Networks.

## 9.2. Training for school staff

### 9.2.1. Warrington Borough Council

WBC advertise relevant training for schools via the [Public Health Training Hub](#) and on [My schools service](#) including Designated Safeguarding Leads training.

### 9.2.2. PSHE Association

The association for PSHE teachers, leads and other practitioners advertises PSHE resources and training <https://www.pshe-association.org.uk/cpd-and-training>

### 9.2.3. Sex Education Forum

[The Sex Education Forum](#) provide schools and other educators with the latest practice, research, policy information and training courses and events for school staff.

## 10. Useful resources

### 10.1. Warrington Borough Council Health Promotion Resource

#### RSHE Teacher toolkits – (Available to loan)

Through the Warrington Borough Council Health Promotion Resource Centre schools can loan a variety of RSHE Teacher Toolkits. Each toolkit contains relevant, evidence-based resources in order for schools to effectively deliver the full content of the new RSHE curriculum.

These resources include lesson plans, assembly ideas, posters, website links etc from a range of organisations such as Public Health England, the PSHE Association, Sex Education Forum. There are two primary school and two secondary school toolkits available to loan or access electronically:

Primary school:

**Relationships Education toolkit:** Including resources covering every theme: Families and people who care for me, caring friendships, respectful relationships, online relationships, being safe.

**Health Education toolkit:** Including resources covering every theme: Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating,

drugs, alcohol and tobacco, health and prevention, basic first aid, changing adolescent body.

Secondary school:

### **Relationships & Sex Education toolkit**

- Including resources covering every theme: Families, respectful relationships, including friendships, online and media, being safe, intimate sexual relationships including sexual health
- Health Education toolkit
- Including resources covering every theme: Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.

[The Health Promotion Resource Centre](#) provides health promotion and public health materials; resources for loan plus a large selection of leaflets covering various topics.

### **10.2. PSHE Association**

The association quality assures teaching resources for PSHE teachers.

[Relationships Education and RSE Guides](#)  
[RSE Resources](#)

### **10.3. Sex Education Forum**

The Sex Education Forum provide schools and other educators with the latest practice, research and policy information and resources. [The Sex Education Forum Resources](#)

### **11. RSE - Policy review date.**

This policy will be reviewed every two years by the PSHE Lead and ratified by the Curriculum & Standards Governor Committee.