



North London Grammar School

RSE – Relationships and Sex Education Policy

Date last reviewed	September 2025
Reviewed by	Mrs Dhrona, Deputy Head
Approved by	Mr Adak, Headteacher
Next review due by	July 2026



1. Statement of Intent:

At North London Grammar School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of Relationship, Sex Education (RSE) and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

2. Aims and objectives of RSE

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

For the purpose of this policy, “**relationships and sex education**” is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others. For the purpose of this policy, “**health education**” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE and health education curriculum will be developed in accordance with DfE recommendations. The majority of the RSE and health education curriculum will be delivered through Personal Social, Health & Economic (PSHE) Lessons, with statutory elements taught via the science curriculum. In addition, certain aspects, where appropriate, will be delivered in appropriate subject areas. The PSHE Subject Lead will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school will consider the context and views of the wider local community when developing the curriculum to



ensure it is reflective of issues in the local area. They will also consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.

NLGS believes that good quality RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, continuing throughout life. It should reflect the age and level of the learner;
- Ensure young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

3. Statutory requirements

As a Junior School, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a Senior School, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).



In teaching RSE, we're required to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

We consult with parents/carers when developing and reviewing our RSE policy, and as good practice we consult with staff and pupils, too.

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – a group of school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Roles and responsibilities

▪ Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Board, parents/carers.

▪ Director of Pastoral/Deputy Head

The Senior Deputy Head, with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. The designated school lead for safeguarding and child protection will provide support and guidance to staff as appropriate. Ensure that appropriate training is made available for all staff teaching RSE.



The school's RSE Policy is subject to annual review.

▪ **PSHE Subject Lead**

Responsible for:

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

▪ **Pupils**

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

5. Content of RSE Curriculum

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers upon request.

Junior Relationships education will focus on:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Junior School Sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born



For more information see appendix 1.

A summary of the content of the statutory RSE curriculum is as follows:

Senior RSE.

Focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

UFP

Builds on what is taught in year 11 and focuses on a bespoke curriculum to suit the needs of these students such as Class A drugs and Alcohol, Psychological health, finance, employability skills, critical thinking.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSE follows a spiral curriculum which builds upon existing knowledge and allows for knowledge to be developed appropriately for each age group. There are purposeful repetitions of topics across the year groups from the Junior School to allow for age-specific discussions to take place.

Resources to teach Sex and Relationships Education include extracts from videos, worksheets and source material such as articles and websites. Resources are sought from a number of organisations. These resources are accredited by the PSHE Association as a means of ensuring the suitability and approval of teaching material.

6. Inclusivity



We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

7. Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around



political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session



- Make sure that the teacher is in the room during any sessions with external speakers
- Share external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Dealing with difficult questions

Ground rules are agreed between teachers and students at the start of every year and recapped before sensitive topics. They provide an agreed structure to answering sensitive or difficult questions. This framework promotes the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 3 and Key Stage 4 objectives, will not be answered or explored. In such instances referrals will be made to the line manager or DSL (Designated Safeguarding Lead).

Use of visitors

“Visitors will complement lessons but never substitute or replace planned provision. When appropriate, visitors such as a nurse or approved workshop providers may be involved in the delivery of Sex and Relationships Education.

Children with special needs –

We use adaptive teaching and resources as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

Consulting Parents

The important lessons parents teach their own children about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

PSHE teaching at NLGS will complement and reinforce the lessons taught by parents to their children and do not seek to replace these. The school consults parents when developing and renewing policies on Relationships, Sex and Health Education. This policy will be published online and be freely available to anybody. Parents are welcome express their opinions at any point.

The right to withdraw a child

- a. Relationships education – for pupils receiving primary education (essentially age 5 to the end of Year 6).



There is no parental right to withdraw pupils. Parents or carers of our Junior school cannot withdraw a child from Health Education or Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

b. Relationships and sex education – for pupils receiving secondary education (essentially Year 7 and above):

Parents/carers have the right to withdraw their child from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. A request for withdrawal from Sex Education lessons would need to be made to the Deputy Headteacher. The Deputy Headteacher will then consider this request, discuss it with parents/carers and take appropriate action. Requests for withdrawal should be put in writing using the form sent with the letter to withdraw.

A copy of withdrawal requests will be placed in the pupil's educational record. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

- Materials which will be used in the school's RSE Programme can be seen by parents in school on request.
- Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.

Faith perspectives – the religious background of all pupils is taken into account when planning teaching, so that the relevant topics are included in the core content. Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make

SEND – Relationships education and RSE is accessible for all pupils, and we take into consideration when designing and teaching these subjects that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

Lesbian, gay, bi-sexual and transgender (LGBT +) – our curriculum ensures that the needs of all pupils are appropriately met, that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. All teaching is sensitive and age-appropriate in approach and content. When teaching pupils about LGBT+ issues, we ensure that this content is fully integrated into our programme of study for this area of the curriculum rather than a standalone unit or lesson so that all pupils are taught LGBT+ content as part of the curriculum.



9. Promoting good relationships- Boarding Students

Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, we teach relationships and sex education to secondary school pupils.

Boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.

Staff understand and help boarders to understand what makes a healthy, nurturing relationship.

Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern.

10. Child Protection / Confidentiality

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the School's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

11.Training

Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar.

The Director of teaching and learning will work with the RSE lead to invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE

12.Monitoring and Evaluation

The delivery of RSE is monitored by the Senior Deputy Head (Mrs Erdil) through:

Classroom observations, book scrutiny's, learning walks, and pupil voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Senior Deputy Head (Mrs Erdil) At every review, the policy will be approved by the governing board and the headteacher.



Appendix 1 & 2

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL


	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Employability skills Employability and online presence	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process



Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Work experience Preparation for and evaluation of work experience and readiness for work	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

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Terms	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
UFP	Careers Finance and Independence 1 Careers Employability Skills Computer Literacy Skills Researching Different Jobs Apprenticeships Personal Presentation Skills Careers in core subjects Writing Personal Statements Plagiarism Personal Finance	Health & Wellbeing 1 Class A to C Drugs and Alcohol Education Staying Safe Online Psychological Health Safety in the Workplace Climate Change Toxic & Positive Masculinity Emotional Wellbeing Drugs, Festival & Parties Sexual Health, STI's Healthy Diets – BMI, Obesity, Food Pyramids, & eating Well, Relaxation	Sex, Relationships & Society 1 Critical thinking Skills Free Speech Vs Hate Speech Social Justice Honour Based Violence Feminism Consent Date Rape	Careers Finance and Independence 2 Motivation and Work Ethic Initiative Problem Solving Leadership Skills Personal Branding Personal Statements Renting V's Buying Payday – Loans Pensions & Retirement	Health & Wellbeing 2 Cosmetic & Plastic Surgery Gender & Identity Miscarriage & Unplanned Pregnancy	Sex, Relationships & Society 2 Culture Wars & Media Influence Callout Culture Cultural appropriation Tolerating Intolerance Online subculture & extremism Sex & Media Readiness & Encounters Controlling Relationships Ageism & Prejudice



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Friendships:</u> Making and maintaining healthy relationships; similarities and differences</p> <p>Jigsaw – Being me in my own world: ('Who am I and how do I fit?')</p>	<p><u>Emotional wellbeing:</u> Expressing and managing everyday feelings: seeking support for self or others</p> <p>Jigsaw – Celebrating differences (Respect for similarity and difference. Anti-bullying and being unique)</p>	<p><u>Staying safe:</u> Trusted people and feeling safe: keeping secrets and when to break confidentiality; recognising and reporting feeling unsafe.</p> <p>Jigsaw – Dreams and Goals (Aspirations, how to achieve goals and understanding the emotions that go with this)</p>	<p><u>Economic wellbeing:</u> Attitudes and ideas about spending, saving and giving money; Wants and needs: keeping money safe.</p> <p>Jigsaw –Healthy Me (Being and keeping safe and healthy)</p>	<p><u>Physical health:</u> Healthy lifestyles: physical exercise and its impact on mental wellbeing: balanced diets and making choices; sun safety.</p> <p>Jigsaw – Relationships (Building positive, healthy relationships)</p>	<p><u>Shared responsibilities:</u> Rights and responsibilities; why we have rules; responsibility for the local environment; sustainability; safety in different environments; safety at home.</p> <p>Jigsaw – Changing Me (Coping positively with change)</p>
Year 4	<p><u>Friendships:</u> Managing conflict and repairing friendships: feeling lonely; friendship skills, including communicating safely online; listening and responding; respecting self and others.</p> <p>Jigsaw – Being me in my own world (‘Who am I and how do I fit?’)</p>	<p><u>Communities:</u> What makes a community; diversity; freedom of expression; online communities; identifying and responding to prejudice.</p> <p>Jigsaw – Celebrating Differences (Respect for similarity and difference. Anti-bullying and being unique)</p>	<p><u>Economic wellbeing:</u> Budgeting saving, spending decisions; how managing money makes us feel; how spending choices affect others.</p> <p>Jigsaw – Dreams and Goals (Aspirations, how to achieve goals and understanding the emotions that go with this)</p>	<p><u>Families:</u> Different types of relationships; characteristics of healthy family relationships; feeling safe and cared for.</p> <p>Jigsaw –Healthy Me (Being and keeping safe and healthy)</p>	<p><u>Growing and changing:</u> Growing up; puberty, including periods and wet dreams; sleep.</p> <p>Jigsaw – Relationships (Building positive, healthy relationships)</p>	<p><u>Staying healthy:</u> Dental health; hygiene, germs; basic first aid; early sign of illness and seeking health.</p> <p>Jigsaw – Changing Me (Coping positively with change)</p>

Year 5	<p>Respect and bullying: Mutual respect; sharing points of view; stereotypes; types of bullying and how to get help; discrimination.</p> <p>Jigsaw – Being me in my own world (‘Who am I and how do I fit?’)</p>	<p>Mental wellbeing: Taking care of mental health and emotional wellbeing; managing challenges; seeking support for themselves and others.</p> <p>Jigsaw – Celebrating differences (Respect for similarity and difference. Anti-bullying and being unique)</p>	<p>Staying safe: Privacy and personal boundaries; acceptable and unacceptable contact; permission-seeking and giving; personal safety, including FGM.</p> <p>Jigsaw – Dreams and Goals (Aspirations, how to achieve goals and understanding the emotions that go with this)</p>	<p>Careers: Career types; challenging career stereotypes, enterprise project – cross year 7</p> <p>Jigsaw –Healthy Me (Being and keeping safe and healthy)</p>	<p>Substances: Drugs common to everyday life; risks and effects of alcohol and smoking; rules and laws.</p> <p>Jigsaw – Relationships (Building positive, healthy relationships)</p>	<p>Keeping active: Benefits of a balanced lifestyle; balancing internet use; how physical activity affects wellbeing.</p> <p>Jigsaw – Changing Me (Coping positively with change)</p>
Year 6	<p>Personal identity: What contributes to who we are: personal strengths; interests; setting goals; managing setbacks; new opportunities and responsibilities.</p> <p>Jigsaw – Being me in my own world (‘Who am I and how do I fit?’)</p>	<p>Puberty and reproduction: Menstrual well-being; managing the changes of puberty; developing independence; how a baby is made.</p> <p>Jigsaw – Celebrating differences (Respect for similarity and difference. Anti-bullying and being unique)</p>	<p>Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; hygiene and bacteria and viruses; allergies and getting help in an emergency; vaccination and immunisation</p> <p>Jigsaw – Dreams and Goals (Aspirations, how to achieve goals and understanding the emotions that go with this)</p>	<p>Managing change: Developing friendship skills; challenging and ending friendships; managing change, loss and bereavement; sources of support.</p> <p>Jigsaw –Healthy Me (Being and keeping safe and healthy)</p>	<p>Media literacy: How data is shared and used online; evaluating reliability of sources; misinformation and targeted information; choosing age-appropriate TV, games and online content; influences relating to gambling.</p> <p>Jigsaw – Relationships (Building positive, healthy relationships)</p>	<p>Friendships and staying safe: Opportunities to connect online; the nature of online-only friendships; reporting harmful content and contact; staying safe online.</p> <p>Jigsaw – Changing Me (Coping positively with change)</p>

**Copy of withdrawal letter**

Dear Parent/Carer

As you are aware, Relationships and Sex Education (RSE), along with Health Education, are part of the National Curriculum. This change took place from September 2020.

As part of our school's wider Personal, Social and Health Education programme, your child will receive lessons on relationships, sexual health and personal safety.

The purpose of the upcoming curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

We will be following the PSHE Association Curriculum. The PSHE Association is the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates health education, relationships education/RSE and economic wellbeing and careers.

I have attached a copy of the schools long term curriculum for PSHE and RSE in Keystage 3 and 4.

You have a right to withdraw your child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before your child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school would 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 secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. However, we are confident you will share our enthusiasm for the successful implementation of the new PSHE curriculum, which we feel will benefit all of our students. We are looking forward to sharing further information in due course.

You are welcome to contact me to discuss the programme further.

Yours sincerely,

Mrs Dhrona

Deputy Head & Director of Pastoral Care/DSL