



Relationships & Sex Education (RSE) Policy

This policy applies to the whole school including Boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

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Agreed by:

Head of School	DSL	Chair of the Board
Bryan Nixon	Jason Tait	David King
08 October 2024	08 October 2024	08 October 2024

1. Introduction

- 1.1. This policy applies to all activities undertaken by the school, inclusive of those outside the normal school hours and away from the school site and is inclusive of all faculty and staff (the terms 'faculty' and 'staff' are used interchangeably within this policy and any reference to faculty or staff refers to any person employed at TASIS England whether they are directly employed, contractors, consultants, bank or agency), students on placement, contractors, the Directors and volunteers working in the school. For purposes of this document, the term 'Board of Directors' is deemed to have the same meaning as 'Proprietor' in accordance with the Independent Schools Standards Regulations (ISSR) and is used interchangeably.
- 1.2. Legal Status:
 - a. Complies with the [Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations currently in force.](#)
 - b. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(England\) Regulations 2019 – updated September 2021](#)
 - c. Sections 34 and 35 of the [Children and Social Work Act 2017](#)
 - d. [Keeping Children Safe in Education - September 2024](#) (which now includes the previous government guidance 'Sexual violence and sexual harassment between children in schools, 2021)
 - e. [National Minimum Standards for Boarding Schools](#) – September 2022
 - f. [The Equality Act 2010](#)
 - g. [SEND Code of Practice: 0 to 25 years](#) January 2015 – updated April 2020
 - h. [Sexual Offences Act 2003](#)
- 1.3. Related documents ([which can be found on the school website or by request from the School Office](#)):
 - a. Personal, Social, Health Economic Education (PSHEE) and Citizenship
 - b. Spiritual, Moral, Social and Cultural (SMSC) Development
 - c. Curriculum, Teaching and Learning Policy
 - d. Safeguarding Children and Child Protection Policy
- 1.4. **Monitoring and review:** This policy is subject to continuous monitoring, refinement, and audit by the Head of School. The Head of School will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. Parents and Carers have been consulted in developing and reviewing this policy to ensure it meets the needs of students and parents and reflects the community the school serves. The Head of School recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. This policy will be reviewed annually or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require.
- 1.5. **Rationale:** It is recognised that Relationships and Sex Education (RSE) is a cross-curricular area, which impacts all aspects of students' personal and social education and development. At TASIS England

we have a responsibility to provide education on relationships, health and wellbeing and sex education. This education is available to all registered students. A whole school approach to RSE is adopted. This incorporates aspects of the school ethos and organisation and enables effective pastoral support.

- 1.6. TASIS England is committed to the teaching of relationships education to provide an understanding and lifelong learning about physical, moral and emotional development. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner. Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related TASIS England policies, including PSHEE & Citizenship, Teaching and Learning and Equal Opportunities.

2. What is 'Relationships and Sex Education' (RSE)?

- 2.1. RSE is life-long learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life.
- 2.2. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.
- 2.3. Effective Relationship and Sex education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.
- 2.4. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.
- 2.5. **Relationships Education: EY Stage, Kindergarten and Grades 1-5 – Definition:** Relationships Education is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with peers and adults. This starts with students being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of Lower School, building on early education, students should be taught how to share, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- 2.6. **Relationships and Sex Education (RSE): Grades 6 – 12 - Definition:** The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable students 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. By the end of Grade 8 RSE will also cover contraception, developing intimate relationships and resisting pressure to enter into sexual activity (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their physical health and mental wellbeing, identify when relationships are not healthy and understand how such situations can be managed.

- 2.7. **Health (Physical and Mental wellbeing) Education (See our PSHEE Policy) – Definition:** The aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

3. Principles and Values

3.1. In addition, TASIS England believes that RSE should:

- a. be an integral part of the life-long learning process, beginning in childhood and continuing into adult life
- b. be an entitlement for all young people
- c. encourage each student to contribute to our community and aim to support each other as they grow and learn
- d. be set within the wider TASIS England value system and support family commitment, love, respect and affection, knowledge and openness
- e. encourage students and teachers to share and respect each other's views
- f. embrace the important values of love, respect and care for each other
- g. generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- h. recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the way these topics are delivered at TASIS England. We recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- i. In line with the Department for Education's guidance on 'Promoting Fundamental British Values', the RSE curriculum will incorporate key themes such as respect for democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. Students will learn how these values underpin healthy relationships and contribute to a positive, inclusive school environment.

4. Relationships and Sex Education at TASIS England has three main elements

4.1. Attitudes and Values

- a. learning the importance of values, individual conscience and moral choices
- b. learning the value of family life, stable and loving relationships and marriage
- c. learning about the nurture of children and young people
- d. learning the value of respect, love and care
- e. exploring, considering and understanding moral dilemmas
- f. developing critical thinking as part of decision-making
- g. challenging myths, misconceptions and false assumptions about what is perceived to be 'normal' behaviour

4.2. Personal and Social Skills

- a. learning to manage emotions and relationships confidently and sensitively
- b. developing self-respect and empathy for others

- c. learning to make choices with an absence of prejudice
- d. developing an appreciation of the consequences of choices made
- e. managing conflict

4.3. Knowledge and Understanding

- a. learning and understanding, at appropriate stages, physical development
- b. understanding human sexuality, reproduction, sexual health, emotions and relationships
- c. learning the reasons for delaying sexual activity and the benefits to be gained from such a delay

5. Aims and Objectives

5.1. The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE program, delivered in a number of ways, aims to prepare students for an adult life in which they can:

- a. develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- b. have the confidence and self-esteem to value themselves and others
- c. have respect for individual conscience and the skills to judge what kind of relationship they want
- d. understand the consequences of their actions and behave responsibly regarding sexual and pastoral relationships
- e. avoid being exploited or exploiting others or being pressured into unwanted or unprotected relationships
- f. communicate effectively by developing appropriate terminology for sex and relationship issues
- g. develop awareness of their sexuality and understand human sexuality
- h. challenge sexism and prejudice and promote inclusion, equity and diversity
- i. understand the arguments for delaying sexual activity
- j. understand the reasons for having protected sex or for abstaining from sex
- k. have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- l. be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- m. know how the law applies to sexual relationships

6. Content and Delivery

6.1. **Linking to wider curriculum subjects:** Students learn at the appropriate level how good and positive relationships can promote mental wellbeing, how to manage their feelings positively and how to manage changing relationships. Materials used reflect ongoing consultation with parents and professional advisers. Age and cultural backgrounds of the students are always regarded in relation

to images used. The range of material used is available to parents and informative books are available to students in the library.

6.2. Relationship Education, Relationship and Sex Education and Health Education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of students where it is only considered appropriate to discuss the body in single gender groups. Within the Lower School, the majority of content will be taught by the children’s class teacher. Within Middle and Upper Schools, Relationships Education, RSE and Health Education will be taught across a number of subjects and staff, including students Advisors, PE staff and our PSHEE staff. We look for opportunities to integrate teaching where appropriate from across the wider curriculum subjects such as citizenship, science, computing and PE so as to promote a whole school approach to wellbeing and health.

6.3. The school aims to teach in a way which promotes the spiritual, moral, cultural, mental and physical development of the children at the school and prepares them for the changes of puberty and adult life. When teaching any aspect of Relationships and Sex Education, it is important that certain ground rules are formulated and discussed with the children first. These include:

- a. that the work will be done in a way which does not involve anyone, staff or children, having to answer personal questions or revealing private or family situations which could lead to embarrassment and subsequently be 'used' inappropriately
- b. that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way

6.4. It is important that all faculty/staff, visiting teachers and guest speakers or instructors taking part in this program are aware of these ground rules and that a classroom is not the same as a counselling session or clinic. In any one class, there are children from different backgrounds, at varying levels of physical and emotional maturity. Teachers need to be sensitive to the needs of all their children and work in a way which protects their sensibilities.

6.5. Our program for Relationship and Sex Education is broken down into the following programs of study:

a. **Relationships Education (EY Stage, Kindergarten & Grades 1 – 5)**

Families and people who care for me	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability. ● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. ● that the families of others, either in school or in the wider world, sometimes look different from their own family, but that they should respect those differences and know that other children’s families are also characterised by love and care for
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	<p>them.</p> <ul style="list-style-type: none"> ● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. ● that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● how important friendships are in making us feel happy and secure, and how people choose and make friends. ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ● the conventions of courtesy and manners. ● the importance of self-respect and how this links to their own happiness. ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ● what a stereotype is, and how stereotypes can be unfair, negative or destructive. ● the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● that people sometimes behave differently online, including by pretending to be someone they are not. ● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are

	<p>anonymous.</p> <ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
Being safe	<p>Students will be taught:</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. where to get advice from e.g., family, school and/or other sources.

b. **Lower School Science and PSHEE**

The Human Body and Puberty	<p>Lower School Science and PSHEE work in conjunction to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. As this element refers to teachings that comes within the national curriculum there is no right to withdraw.</p>
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c. **Relationships Education (Grade 5)**

Relationships Education	<p>The content of our Relationships Education Curriculum considers students ongoing emotional and physical development and maturity of our students. It is reviewed and adapted in consultation with parents. It is age-appropriate and considers the developmental differences of the children, considering religious background and the significance of other factors such as any special educational needs or disabilities.</p> <p>The content ensures both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the curriculum for science, including discussions about pregnancy.</p> <p>The school will offer parents support in talking to their children about relationships education and this will link with what is being taught in the school.</p>
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d. **Health Education (Lower School)**

Mental wellbeing	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.
Internet safety and harms	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● the characteristics and mental and physical benefits of an active lifestyle. ● the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.

	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Students will be taught:</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories, and nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g., the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Students will be taught:</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Students will be taught:</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. The facts and science relating to allergies, immunisations and vaccination.
Basic first aid	<p>Students will be taught:</p> <ul style="list-style-type: none"> know how to make a clear and efficient call to emergency services if necessary. concepts of basic first aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Students will be taught:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

Menstruation	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As with education about puberty, the program will include understanding of and preparation for menstruation, for all students. The school will also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection. This content will continue into Middle School and Upper School.
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6.6. **Relationships and Sex Education (Middle School and Upper School)**

- a. Effective RSE 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 will be delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment. Staff may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussions and using question boxes to allow students to raise issues anonymously.
- b. Students are taught about the facts and the law about sex, sexual health, sexuality, and gender identity in an age-appropriate and inclusive way. We aim for all students to feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner.
- c. When teaching about these topics, it is recognised that young people may be in the process of discovering or understanding their sexual orientation or gender identity.
- d. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and what it is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Staff will also ensure there is a fair and equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE program, rather than addressed separately or within only one lesson.

- 6.7. **Sexual Exploitation and Abuse (Including Female Genital Mutilation FGM):** Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are addressed sensitively and clearly. The school will also address the physical and emotional damage caused by FGM. Students will be taught where to find support and that it is a criminal offence to perform or assist in the performance of (FGM) or fail to protect a person for whom you are responsible from FGM.

As well as addressing this in the context of the law, students may also 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. The school will also 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.

6.8. The school will continue to develop knowledge on topics specified for primary education as required and in addition cover the following content by the end of Upper School:

Families	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness and their importance for bringing up children. ● what marriage and civil partnerships are, including their legal status e.g., that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to the raising of children. ● how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ● What is an unhealthy relationship, and the lasting negative impact these can have on mental wellbeing. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice). ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority. ● about different types of bullying (including cyberbullying), the impact of bullying,

	<p>responsibilities of bystanders to report bullying and how and where to get help.</p> <ul style="list-style-type: none"> ● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● what constitutes sexual harassment and sexual violence and why these are always unacceptable. ● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ● what to do and where to get support to report material or manage issues online. ● the impact of viewing harmful content. ● that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● that sharing and viewing indecent images of children (including those created by children) is against the law. ● how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.
Being safe	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honor-based violence and FGM, and how these can affect current and future relationships. ● how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing. ● the facts about reproductive health, including fertility and the potential impact of

	<p>lifestyle on fertility for men and women and menopause.</p> <ul style="list-style-type: none"> ● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ● that they have a choice to delay sex or to enjoy intimacy without sex. ● the facts about the full range of contraceptive choices and options available. ● the facts around pregnancy including miscarriage. ● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of, and facts about testing. ● the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ● how the use of alcohol and drugs can lead to risky sexual behaviour. ● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. ● about consent comprehensively, understanding that consent is an active, ongoing process that can be given and withdrawn at any time. ● that the legal framework surrounding consent, including the age of consent, and will explore consent in online contexts. ● practical guidance on how to navigate real-life situations, ensuring the understanding of the importance of mutual respect in intimate relationships.
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6.9. **Science**

Reproduction	In the Middle School and Upper School this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDs. There continues to be no right of withdrawal from any part of this curriculum.
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6.10 **Health Education (Middle School and Upper School)**

Menstruation	The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As with education about puberty, the program will include understanding of and preparation for menstruation, for all students. The school will also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection.
Mental Wellbeing	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others. ● how to recognise the early signs of mental wellbeing issues.

	<ul style="list-style-type: none"> ● common types of mental ill health (e.g., anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harm	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours
Physical Health and Fitness	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. ● about the science relating to blood, organ and stem cell donation.
Healthy Eating	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders, tooth decay and cancer. <i>*Eating disorders and extreme weight loss are a specialised area and the school would access qualified support or advice as needed and will avoid addressing them without that support.</i>
Drugs, Alcohol and Tobacco including Vaping	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● the facts about legal and illegal drugs and their associated risks, including the link between drug use and the associated risks, including the link to serious mental health conditions. ● the law relating to the supply and possession of illegal substances. ● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ● the physical and psychological consequences of addiction, including alcohol dependency. ● awareness of the dangers of drugs which are prescribed but still present serious health risks. ● the facts about the harms from smoking tobacco (particularly the link to lung

	cancer), the benefits of quitting and how to access support to do so, including the potential effects of vaping.
Health and Prevention	<p>Students will be taught:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria (microbes), viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary education) the benefits of regular self-examination (including screening and immunisation). • The facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and the ability to learn.
Basic First Aid	<p>Students will be taught:</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR (from Grade 6 onwards). • the purpose of defibrillators and when one might be needed.
Changing Adolescent Body	<p>Students will be taught:</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

6.11 **The Law:** TASIS England recognises the importance of students knowing what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, photographs, 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. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions. We ensure students are made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- a. marriage; consent, including the age of consent; violence against women and girls
- b. online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse
- c. violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations); hate crime and FGM).

6.12 The school uses guidance published by the DfE to support its work to discourage and prevent the sharing of nude and/or semi-nude images

7. Organisation

- 7.1. RSE is delivered by a number of teachers who have the experience and skills to deliver sensitive material to mixed ability, co-educational groups of students as part of our PSHEE program.
- 7.2. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside TASIS England may be invited to contribute to the delivery of RSE in TASIS England.
- 7.3. The RSE program, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the program.
- 7.4. A set of ground rules will help teachers create a safe environment, in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students.
- 7.5. All staff involved in the teaching of RSE will receive training on the importance of ground rules and how to set them.
- 7.6. TASIS England believes in the importance of training for staff delivering RSE. Staff are encouraged to identify appropriate training and support to help them deliver effective RSE.
- 7.7. The following are protocols for discussion-based lessons with students:
 - a. students must be made aware that teachers cannot offer unconditional confidentiality
 - b. no one (teacher nor student) will have to answer a personal question
 - c. no one will be forced to take part in a discussion
 - d. meanings of words will be explained in a sensible and factual way
 - e. when answering a specific question which involves information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time
 - f. Where a member of staff is concerned that a safeguarding or child protection issue has, or is arising, it is their responsibility to follow the school Safeguarding Children and Child Protection Policy

8. Procedures for Relationships and Sex Education

- 8.1. A coherent program of RSE has been developed which focuses on the core areas detail above.
- 8.2. The PSHEE Coordinators across the school organise the key elements in lessons liaising with specialist agencies including health professional where appropriate. Facts are presented, and issues considered within a clear moral framework, allowing students to recognise the importance of dignity and respect for themselves and others, the values of family life and acceptance of responsibility.
- 8.3. Within the context described above, such topics as contraception, abortion, sexuality and sexually transmitted infections including HIV/AIDS are discussed since avoiding sensitive or controversial issues can leave students and young people confused and at risk.

- 8.4. A range of methodologies and resources are used, regularly reviewed and updated to ensure accuracy of information and relevancy. Issues of a particularly sensitive nature require explicit delivery. They are presented in a broad and balanced way, free from sensationalism and personal bias and sensitively geared to the level of students, needs and experience.
- 8.5. The use of “ground rules” helps in the creation of a supportive climate for discussion. Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others’ opinions in a respectful, reflective manner. Sensitivity to religious beliefs is regarded as an important dimension.
- 8.6. TASIS England seeks to develop students’ self-esteem and a sense of responsibility by counteracting prejudice and victimisation. Key elements of RSE, or those which are especially sensitive, may be delivered by specialists.
- 8.7. However, the school will ensure that:
 - a. teachers are aware of their legal responsibilities
 - b. the concerns of teachers never trespass on parental rights
 - c. students are taught how to gain information on a wide range of health-related issues to include information on the provision of specific and individual advice
 - d. if a teacher believes that a student is in danger or distressed or should questions from students cause such concerns, the Designated Safeguarding Lead (DSL) should be consulted so that the best course of action can be identified

9. Working with external agencies

- 9.1. Working with external organisations can enhance the delivery of these subjects, bringing specialist knowledge and different ways of delivering content to our students. As with all visitors, the school will ensure due diligence is undertaken and that all visiting specialists and guest speakers undergo the necessary safeguarding checks to ensure their proposed teaching is in line with our planned program of study, this policy and our schools’ mission, commitments and outcomes.
 - a. When in class, visitors will be supervised by a teacher, who will be present at all times. Their teaching must also be age-appropriate and accessible for the students to whom they intend to teach.
 - b. We will request their materials and lesson plans in advance so that we can ensure it is appropriate for all of our students.
 - c. The school will ensure that external agencies who visit understand their responsibilities regarding safeguarding of our students and know how to deal with both confidentiality within the school and also any safeguarding concerns including how to report concerns.
 - d. We recognise that visitors are an enhancement to support our staff rather than as a replacement.

10. Senior Leadership and whole school approach

- 10.1. To ensure effective practice across the school, we have established a curriculum lead for our Relationships Education, Relationships and Sex Education and Health Education who is our Director of Pastoral Care. They are given dedicated time to lead specialist provision and are responsible for reviewing planning and resources across the school and promoting these subjects across the school.
- 10.2. Alongside this, our Senior Leadership Team will ensure these subjects are set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. For example, our curriculum on relationships and on sex complement, and are supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports students may make as a result of the subject content).
- 10.3. The subjects sit within the context of a school's broader ethos and approach to developing students socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for our teaching about mental health within health education. The curriculum on health education similarly complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.
- 10.4. TASIS England will consider how its teaching can help support the development of important attributes in students; honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school's provision. The Director of Pastoral Care ensures that issues are proactively addressed in a timely way in line with current evidence on children's physical, emotional and sexual development, in line with student need, informed by the student voice and participation in curriculum development.

11. Specific Issues within RSE

- 11.1. **Safeguarding, child protection, reporting and confidentiality:** TASIS England has a separate Safeguarding Children and Child Protection Policy. Effective Relationship and Sex Education may bring about disclosures of safeguarding and/or child protection issues and staff are aware of the procedures for reporting their concerns by informing the Designated Safeguarding Lead. Staff ensure that students are made aware of how to raise concerns or make a report, and how any report will be handled. This includes if they have a concern about a friend or peer.
- 11.2. When teaching new subjects, the school recognises that students may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers will be aware of the risks of appearing to encourage or make suicide appear to be a viable option for students and avoid material being instructive rather than preventative. Staff will take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.
- 11.3. **Disclosures:** If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity the staff member will ensure that:
 - a. The young person is persuaded to talk to their parent/carer

- b. The Designated Safeguarding Lead is informed
- c. The young person receives adequate counselling and information

- 11.4. **Controversial and Sensitive Issues:** Members of staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also respect others who may have a different opinion.
- 11.5. **Dealing with Difficult Questions:** We recognise that students (especially primary-aged) will often ask staff questions pertaining to sex or sexuality which go beyond what is set out for our Relationships Education. We recognise that children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. As such, our teaching methods take account of these differences – including when they are due to specific special educational needs or disabilities – and consider the potential for discussion on a one-to-one basis or in smaller groups. Both formal and informal RSE questions arising from students are answered according to the age and maturity of the student concerned, considering each question and on a case-by-case basis. Staff do not have to answer questions directly and can be addressed individually later. Staff will consider with their students what is appropriate and inappropriate in a whole class setting and the school will offer support and training in answering questions which may be better dealt with not in front of the whole class. Individual teachers must refer to the Designated Safeguarding Lead if they are concerned by a student’s questions.
- 11.6. **Sexual Identity and Sexual Orientation including Lesbian, Gay, Bisexual, Queer and Transgender plus (LGBTQ+):** TASIS England believes that Relationship and Sex Education should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Teaching about LGBTQ+ will form part of our Relationships and Sex Education Program of Study; the school will ensure that its teaching is sensitive, age-appropriate and delivered with reference to the law, including how to counter homophobic, biphobic and transphobic bullying and abuse. The school endeavours to reduce the additional barriers faced for these students and we will provide a safe space for them to speak out or share their concerns with a trusted member of staff as required.
- 11.7. **Equal Opportunities and Inclusion (Including SEND) in Relationship and Sex Education:** The Relationship and Sex Education curriculum has been developed to consider the diversity of the school’s population and to meet the needs of the students. We are aware of our requirements to comply with the Equality Act 2010, and we review our teaching materials to ensure their suitability for our students. Additionally, we consider the makeup of our student body and have put in place additional support for students with particular protected characteristics, as part of a whole-school approach. All Relationship and Sex Education will be inclusive and meet the needs of all young people, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships. We will address explicit and implicit homophobia and transphobia in TASIS England, and issues of related bullying.
- 11.8. At TASIS England, we believe Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities as they represent a large minority of students. High quality

teaching that is differentiated and personalised is our starting point to ensure accessibility. This school is also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND. TASIS England recognises that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some students, for example some with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

11.9. Sexual Harassment and Gender Stereotypes: TASIS England is alert to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and our school pastoral and behaviour policies aim to support all students.

11.10. The school refers to, as part of our Safeguarding & Child Protection Policy, the Department for Education's Advice on Sexual Violence and Sexual Harassment between children. We recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously; staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. However, we do not make assumptions about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; we recognise that most young men are respectful of young women and each other. An understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that our students treat each other well and go on to be respectful and kind adults. Please see our [Sexual Violence and Sexual Harassment \(including Child on Child Abuse\) Policy](#) for more details, which includes:

- a. What is Sexual Violence and Sexual Harassment including Online Abuse
- b. How to minimize the risks of Sexual Violence and Sexual Harassment from occurring
- c. What the school will do if it receives an allegation of Sexual Violence or Sexual Harassment and
- d. The school's understanding that Sexual Violence & Sexual Harassment is unacceptable and will never be tolerated

11.11. Involvement of Parents/Carers: We recognise the vital role parents play in the development of their children's understanding about relationships. As such, we encourage an active partnership with all parents in the development and the delivery of Relationships Education and RSE, so that parents can feel confident in the program offered to their children.

11.12. The school works in partnership with parents to develop this policy to ensure it meets the needs of students and parents and reflects the community the school serves. At an appropriate time (usually every second year), new parents will be given the opportunity to attend a presentation on the approaches used in the Relationships Education and RSE lessons. This also allows parents the opportunity to view examples of the resources the school plans to use as part of its lessons. We

encourage parents to discuss what will be taught and look to address any concerns and help support parents in managing conversations with their children on these issues. We actively seek parents and student's views on how to develop our RSE curriculum through both parents and students forums and through questionnaires. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of student wellbeing and keeping children safe.

11.13. The school prospectus and website contain additional information about:

- a. The RSE program, its content and organization
- b. Details of how parents can learn about the program
- c. The procedures to be followed if parents wish to withdraw their child from any or all parts of the RSE program

11.14. **Parental Rights – Right to be Excused from Sex Education** – Parents have the right to withdraw their children from any or all parts of the school's program of sex education, other than those elements which are required by the national curriculum. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this program. If parents have requested that their child be withdrawn from an aspect of Relationships and Sex Education, the relevant PSHEE Coordinator will meet with parents to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

11.15. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

11.16. TASIS England believes that all children should be offered the opportunity of receiving an appropriate, comprehensive and well-planned program of Relationships and Sex Education in accordance with the law and government policy. Relationships and Sex Education is taught in science lessons in accordance with the national curriculum. All children at TASIS England have a basic entitlement to information about the human life cycle and reproduction, which is covered in the science curriculum. Parents do not have the right to withdraw children from this provision which forms the basis for understanding the nature of life itself. Parents also do not have the right to withdraw their children from all or any part of Relationships Education or Health Education.

11.17. The school will provide a supervised, quiet working area for any students who are withdrawn. If necessary, alternative work will be provided. Once a child has been withdrawn, they cannot take part in the RSE program until the request for withdrawal has been removed.

11.18. The school will ensure that students are educated on broader safeguarding concerns, including risks associated with County Lines exploitation and radicalisation. As part of our commitment to the

Prevent Duty, we will provide students with age-appropriate education on how to recognise and report potential signs of radicalisation or gang exploitation. Faculty and staff receive training to recognise early warning signs and act in accordance with the school's Safeguarding Children and Child Protection Policy.

12. Assessment

- 12.1. TASIS England maintains the same high expectations of the quality of students work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress. Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Student learning is assessed, and assessments used to identify where students need extra support or intervention. Whilst there is no formal assessment for these subjects in the sense of an examination, we use a range of methods, for example, written assignments or self-evaluations, to capture progress.
- 12.2. **Monitoring and Evaluating the Impact of RSE:** TASIS England will regularly monitor relationships, health and sex education to ensure the curriculum is effective and meets the needs of our students. This will be carried out by our RSE subject leads alongside support from the Senior Leadership Team, parents and students for specific aspects of the curriculum. Monitoring will involve:
- a. Reviewing students learning within books and assessments
 - b. Reviewing curriculum resources with parents and students
 - c. Reviewing parent and student questionnaire responses to look for developments that can be made
- 12.3. **Board of Directors:** As well as fulfilling their legal obligations, the Board of Directors will also make sure that:
- a. All students make progress in achieving the expected educational outcomes
 - b. The subjects are well led, effectively managed and well planned
 - c. The quality of provision is subject to regular and effective self-evaluation
 - d. Teaching is delivered in ways that are accessible to all students with SEND
 - e. Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
 - f. The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- 12.4. **Confidentiality:** Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency and draw their concerns to the attention of the Designated Safeguarding Lead. (See also Safeguarding & Child Protection Policy.)

12.5. This policy has been developed using the following documents, which provide additional information:

- Behaviour and Discipline in Schools -
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Mental Health and Behaviour in Schools -
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)
- Preventing and Tackling Bullying -
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing and tackling bullying advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- Promoting British Values -
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC Guidance Maintained Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Appendix A – RSE Resources

There are many excellent resources available, free of charge, which the school uses to draw on when delivering these subjects. Resources are assessed carefully to ensure they are appropriate for the age and maturity of students and sensitive to their needs. When the school consults with parents, we provide examples of the resources planned, as this can be reassuring for parents, and enables them to continue the conversations started in class at home. This is for illustrative purposes and is not an exhaustive list.

Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/4/>

Relationships and Sex Education

[Teaching about Relationships, Sex and Health](#) (DfE: March 2021)

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/>

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office)
<https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>

Consent: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary
<https://www.stonewall.org/get-involved/education/different-families-same-love>

Online and offline relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers
https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

Mental health

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2>

[MindEd educational resources](#) on children and young people's mental health.

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting.
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

PSHE

PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Drugs and alcohol

Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons <http://mentor-adepis.org/planning-effective-education/>

Extremism and radicalisation

Practical advice and information for teachers, school leaders and parents on protecting children from extremism and radicalisation www.educateagainsthate.com