

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

COVERING BOTH SCHOOLS  
INCLUDING EYFS AND BOARDING

<b>Committee normally reviewing:</b>	Education Committee
<b>Date last formally approved by the Committee:</b>	Autumn Term 2024
<b>Date policy became effective:</b>	Autumn Term 2020

<b>Period of Review:</b>	2 Years
<b>Next Review Date:</b>	Autumn Term 2026

<b>Person responsible for implementation and monitoring:</b>	HoD PSHE - Senior HoD PSHE - Prep
<b>Other relevant policies:</b>	<ul style="list-style-type: none"> <li>• PSHE Policies</li> <li>• Safeguarding (Child Protection and Staff Behaviour) Policy</li> <li>• Pastoral Care Plan</li> <li>• Learning and Teaching Policies</li> </ul>



Felsted

	<ul style="list-style-type: none"><li>• Spiritual, Moral, Social and Cultural Development Policy</li><li>• Medical Policy</li><li>• Permanent Exclusions Policy</li><li>• Transgender Policy</li></ul>
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The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

**SAFEGUARDING STATEMENT**

*Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.*

**EQUAL OPPORTUNITIES STATEMENT**

*The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.*

## 1. Introduction and the RSE Philosophy at Felsted School

This Relationships & Sex Education (RSE) Policy applies to all pupils at Felsted School (Prep & Senior). It has been closely planned alongside our existing whole school PSHE Policy (here), and also the [Department for Education's latest statutory guidance on delivering RSE](#).

We fully believe that RSE is an important element for our Felstedians as we know that our children, young people and parents request an education that continues to reflect the realities of growing up in modern society, whilst equipping them with the skills so that they can enjoy safe and respectful relationships. Our School's values are underpinned by the message of 'Developing Character, and Making a Difference' and we understand that RSE (and PSHE) are vital components in meeting these requirements.

In light of the publication of OFSTED's 'Review of sexual abuse in schools and colleges' (June 2021), this policy has been updated to reflect upon the outcomes of this report. The School will continue to review and update our policy in response to any further guidance. We also remain acutely aware of the latest RSE Government Consultation (May, 2024) that took place earlier this year and the further national debates that have taken place in lieu of this, notably via The PSHE Association.

## 2. Legislation

In September 2021, the DfE requested that Relationships Education was to become compulsory in all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. There was a prior delay to this being fully implemented, owing to the on-going COVID-19 pandemic.

*"In **primary schools**, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At **secondary**, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."*

[\(DFE, February 2020\)](#)

## 3. The RSE Curriculum

### a) The Prep School

Relationships & Health Education will be embedded throughout EYFS & KS1 (Stewart House), KS2 (Ffrome Court & Cloisters) and also Relationships & Sex Education in the KS3 year-groups (Courtauld House).

At Felsted, RSE will be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of our school. Children will be taught initially taught in mixed whole class groups, as well as splitting-up into single sex groups when appropriate. Smaller working groups that will promote discussion will also form part of this series of lessons. Prior to the commencement of RSE sessions, the Head of PSHE will notify the respective Parents and Carers of the forthcoming content and Learning

Objectives, offering on-going opportunities for dialogue and discussion between Stakeholders. In doing so, the delivery of the content to our pupils will remain timely, factual and age-appropriate to the cohort of children that we have in our care.

These sessions are situated within our wider PSHE curriculum, educating our pupils about:

- how to develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- how to have the confidence and self-esteem to value themselves and others;
- the emotional, social and physical aspects of growing up using accurate and factual terminology to support this;
- how to establish and maintain positive relationships with each other both on and offline;
- the definition of consent will be introduced from a young age, which primarily focuses on educating pupils about the respect for personal decision-making, permission-seeking and personal privacy (KS1 and 2). This will then progress to an introduction to the term 'Sexual Consent' in Year 7 & 8 (KS3).
- how to communicate respectfully and responsibly online, with specific attention given towards educating pupils about how the sharing of personal information online can be linked to the theme of consent and wider E-Safety.
- the concept of privacy and how to report concerns about abuse, knowing what sources of help are available to support them;
- the characteristics of a healthy and stable family life and how different family types can be formed.

A detailed break-down of the RSE Learning Outcomes (explained for each Year group) for the Prep School, can be found in **Appendix 1**.

## **b) The Senior School**

The aim of Sex and Relationship Education in years 9, 10 and 11 is to provide balanced factual information about sex and sexual health, together with consideration of the broader emotional, ethical and moral aspects. Issues of consent will underpin all lessons on relationships and will be explored in practical terms.

While not compulsory, the Senior school will continue with 'Social Education' for Sixth Form students to ensure continued RSE education through to 18.

Our Sex and Relationship Education programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the meaning of and laws around consent.
- understand the legal position regarding 'sexting'.
- understand the necessary ingredients of healthy relationships and recognise the warning signs of exploitation and abuse.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.

- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, homophobia and transphobia and promote equality and diversity.
- Understand the influence of Social Media and Pornography on relationships and sexual encounters.
- understand the reasons for having protected sex, how to have protected sex and how different types of relationships might require different forms of protection.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

### c) Sex Education & rights to withdraw

In the 2020 Government guidance, the DfE continues to recommend that all schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

The guidance continues:

*'Schools are to determine the content of sex education at **primary school**. Sex education should ensure that 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 national curriculum for science - how a baby is conceived and born.'*

*And for **Senior school** pupils' states: 'Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.'*

*Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.'*

[\(DFE, February 2020\)](#)

Relationships Education, Health Education, Science and Sex Education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

The parental rights to withdrawing their child(ren) from RSE is as follows:

- Parents will not be able to withdraw their child(ren) from Relationships Education in primary school or secondary school.
- Parents will be able to withdraw their child(ren) from primary school classes which address Sex Education - i.e. those that do not sit within the Relationships Education curriculum.
- At secondary school level parents will be able to withdraw their child(ren) from Sex Education.

Throughout the Prep and Senior Schools, any Sex Education that is provided continues to plan so that we can:

1. provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
2. establish an awareness of the importance of healthy and stable relationships, underpinned by an accurate understanding of what 'consent' means.
3. foster self-awareness and self-esteem.
4. develop a sense of responsibility and respect for themselves and others.

In good time, and prior to the delivery of a Sex Education session, parents and carers will be notified by the relevant Head of PSHE to outline the session's outcomes. Teaching material will be appropriate to the age and emotional maturity of the pupils concerned and the lessons will be presented in an objective, balanced and sensitive manner. The material and further advice for parents and carers will be available on request to support any subsequent conversations that take place at home. In the Senior school, students, tutors and HMs are made aware at the start of the course that RSE is going to be a unit of study and lesson details are shared with pupils in the Sixth Form prior to lessons, with an opt out system of emailing classroom teachers in place. The classroom teacher then emails the DSL to notify them of pupils who email an opt out response to a particular lesson.

#### **d) Making RSE accessible**

RSE sessions will continue to be planned with great sensitivity towards neurodiverse requirements. Where necessary, further support and guidance will be taken from the schools' Learning Support Departments so that the content can be made accessible to suit individual SEND needs. Distancing techniques, including stories and role-plays may be implemented to further support different learning styles.

At the beginning of every academic year, Prep pupils are invited to sign a PSHE Pledge, which lays out the fundamental behavioural code that needs to be adhered to when taking part in a PSHE session. These same ground-rules need to be followed when a Sex Education session is also taught. Senior school pupils also begin the Academic year with a discussion on appropriate behaviours for conducting discussions in PSHE lessons and these are revisited at the start of Sex Education lessons.

#### **4. Roles and responsibilities**

Our Prep School Tutor Team leads on the planned Sex Education sessions for the relevant year-groups, under the continued guidance and curriculum support from the Head of PSHE. These sessions are also closely supported by the HoPs of that year group too. Here they can manage the teaching process and set ground rules: monitoring, assessing and evaluating what children learn. In the Senior school, Sex Education lessons are delivered by the PSHE teaching team under the guidance of the HoD.

#### **5. Safe and Effective practice with RSE**

Tutor/pupil-based discussion is a key element in assessing the pupil impact of a PSHE / RSE session. All pupil questions are welcomed and encouraged, however it is made clear that no-one should feel compelled or pressurised into asking or revealing any further personal information that they do not feel comfortable with. The answers that are provided by the relevant member of staff should always remain age-appropriate, factual and objective. Pupils will also be given the opportunity to ask questions anonymously, and the manner in which this is facilitated is dictated by the member of staff in charge of the session.

The nature of PSHE and RSE may mean that sensitive questions are occasionally asked. Wherever possible, the curriculum planning provides further guidance and support in helping staff to address these areas.

Should there be a disclosure of a child protection issue, then the member of staff in charge of the session should immediately consult our Director of Safeguarding: Nicola O'Brien ([seniordsl@felsted.org](mailto:seniordsl@felsted.org)) and if unavailable, one of the named Deputies in the Safeguarding Team, following the necessary protocols set out in our safeguarding policy. Should any external visitors / agencies be invited in to lead on an RSE session, then the member of staff hosting the event, is required to notify the relevant member of the Leadership Team prior to the visit, who will first need to undertake the necessary safeguarding checks.

## 6. Engaging Stakeholders

We are committed to working with parents and carers to ensure that RSE remains transparent and relevant to the safeguarding and wellbeing of all our pupils. This policy will continue to be available on our School website for parents/carers to refer to. This is in line with our whole school PSHE policy which is also available here.

It is through effective communication between all stakeholders that our PSHE and RSE programme will continue to have the most effective impact on our pupils. All parents/carers are always invited to get in contact with their child's Head of Phase and the Head of PSHE should they wish to seek further clarification, advice or ask any further questions about the RSE programme.

In the Prep School, at the end of each PSHE session, time is provided for pupils to reflect upon the impact of the PSHE & RSE sessions that they have had. Further planning and development can then take shape around this feedback, so as to match the different requirements of our pupils.

In the Senior School, pupils are invited to fill in a reflection Form at the end of each unit/topic; they are able to comment on how they feel the sessions have benefitted them and have the chance to ask further questions and point to areas they feel might require further development. This feedback is then used when planning and developing the curriculum in order to respond to the needs of the student body and pupil voice.

## 7. Monitoring, reporting and evaluation

The most successful model for assessing pupil progress in PSHE is through 'Ipsative Assessment.' This is where a pupil's own starting point is the benchmark against which any further progress is then measured against. The following methods denote the key ways in which our RSE & PSHE provision continues to be monitored regularly throughout the School.

- **Pupil Feedback** - Prep School Pupil Review Questionnaires, end of PSHE session/topic reviews & google forms (shared with Tutors & Heads of Phase in the Prep school and with HMs in the Senior school). There also continue to be separate feedback forms for a Sex Education session.
- **All/Most/Some** suggestions on each lesson plan in the Senior School
- **Learning Walks** - By the HoDs of PSHE to monitor and further support staff in the delivery of RSE.
- **Staff Feedback** - Staff, Tutor and Phase meetings. Meetings between the HoD of PSHE, DSL & School Nurse (for Sex Education). On-going communication between HoDs of Senior and Prep schools to ensure smooth transition of coverage from Year 8 => Year 9.

- **Parental/Carer Feedback** - Conversations, emails, newsletter, ongoing dialogue.
- **Wider & Beyond School events** - Assemblies, Chapel Services, responding to the News.
- **External Agencies** - **The Breck Foundation**, A-Life healthy Living, the 2 Johns etc...

#### 8. RSE Policy Review date

This policy will continue to be reviewed every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it remains in line with current DfE advice and guidance. Should any further PSHE curriculum information be required, this can be found in our PSHE Joint School Policy.

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## Learning Outcomes (by Year Group for RSE Education)

Prep School Year Group	RSE Content & Learning Outcomes (Adapted from DFE 2020 RSE Guidance)
Year 2	<p><i>Year 2</i></p> <ul style="list-style-type: none"> <li>• <i>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</i></li> <li>• <i>Know about growing and changing from young to old and how people’s needs change</i></li> <li>• <i>To recognise that some things are private and the importance of respecting privacy (consent); that parts of their body covered by underwear are private (NSPCC Pants rule).</i></li> <li>• <i>Know how to respond if physical contact makes them feel uncomfortable or unsafe</i></li> <li>• <i>Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</i></li> <li>• <i>Learn about different types of families including those that may be similar or different to their own</i></li> <li>• <i>Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</i></li> <li>• <i>To learn about the concept of privacy and the implications it has for both children and adults, in terms of permission-seeking and consent. (NSPCC - Pantosaurus)</i></li> </ul>
Year 3	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• <b>To learn about the concept of privacy and the implications it has for both children and adults, in terms of permission-seeking and consent. (NSPCC - Pantosaurus)</b></li> <li>• <b>Each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe, and other, physical contact.</b></li> <li>• <b>How to report concerns or abuse and have the confidence and vocabulary needed to do so.</b></li> <li>• </li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• <i>To learn about the concept of privacy and the implications it has for both children and adults, in terms of permission-seeking and consent. (NSPCC - Pantosaurus)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>All pupils are introduced to the terms: puberty, personal hygiene and emotional/hormone changes.</i></li> <li>• <i>Correct biological terminology is used to describe body parts, in relation to physical changes.</i></li> <li>• <i>To learn about the concept of privacy and the implications it has for both children and adults, in terms of permission-seeking and consent. (NSPCC - Pantosaurus)</i></li> <li>• <i>For all pupils to be able to identify what a period is (menstruation) and to learn about what happens in a Girl's body during this time.</i></li> <li>• <i>All pupils can simply refer to 'hormones' as chemicals in the body.</i></li> <li>• <i>The concept that Families are important for children growing up because they can give love, security and stability.</i></li> <li>• <i>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.</i></li> <li>• <i>Others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.</i></li> </ul>
<p style="text-align: center;"><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand the different changes experienced during puberty, both physical and non-physical, for both males and females. (Follow-on from Year 4.)</b></li> <li>• <b>Girls are provided with a demonstration as to how sanitary towels and feminine products work.</b></li> <li>• <b>Q/A time from pupils regarding Puberty and Sexual development.</b></li> <li>• <b>How to recognise and report feelings of being unsafe or feeling bad about any adult. (Wider links with permission seeking and consent).</b></li> <li>• <b>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</b></li> </ul>
<p style="text-align: center;"><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• <b>Recap of the body changes experienced during puberty, both physical and non-physical, for both males and females.</b></li> <li>• <b>Sexual reproduction is explained as a process, with the correct</b></li> </ul>

	<p>terminology.</p> <ul style="list-style-type: none"> <li>● Year 6 Girls will be able to take a ‘myth-busting’ approach into exploring what menstruation is/n’t.</li> <li>● Greater exploration of friendships and relationships with others - healthy vs. unhealthy feelings in a relationship, tolerance, respect.</li> <li>● The value of what a stable and caring family relationship may look like, (which may be of different types e.g. gay, lesbian, civil partnership), and how these are at the heart of happy families, as well as are important for children’s security as they grow up.</li> <li>● The value of marriage - it represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>
<p><b>Year 7</b></p>	<ul style="list-style-type: none"> <li>● To consolidate the physical and emotional changes that occur through puberty.</li> <li>● To learn about the definition of ‘consent’ and understand how it relates to the law and relationships.</li> <li>● To appreciate how aspects of health can be affected by choices made in sex and relationships, with introduction into Contraception.</li> <li>● To know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> <li>● To focus on the values associated within a relationship, including: mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>● To know how to identify sexual pressure and peer pressure and understand the support network in place to respond to this sort of situation.</li> </ul>
<p><b>Year 8</b></p>	<ul style="list-style-type: none"> <li>● <i>An age-appropriate discussion is held (facilitated by our Phase staff) that follows on from puberty sessions in previous years.</i></li> <li>● <i>Girls will be provided with a refresher session on menstruation.</i></li> <li>● <i>All pupils will be provided with further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</i></li> <li>● <i>Recap of Contraception.</i></li> <li>● <i>All pupils will learn about identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</i></li> <li>● <i>All pupils will revisit the definition of ‘consent’ and understand</i></li> </ul>

*how it relates to the law and relationships.*

- *To explore the theme of Body Confidence - Exploring how social media can impact on 'body image' and relationships.*

<p><b>Senior School</b></p> <p>(Year 9 &amp; 10 Spring Year 11 end of Autumn 2022 &amp; Spring 2023)</p>	<p>Year 9</p> <ul style="list-style-type: none"> <li>● that there are different types of committed, stable relationships. <i>(Spring Term, RSE lesson 3)</i></li> <li>● how these relationships might contribute to human happiness and their importance for bringing up children. <i>(Spring Term, RSE lesson 3)</i></li> <li>● the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> <li>○ trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict <i>(Spring Term RSE lesson 1)</i></li> <li>○ reconciliation and ending relationships, this includes different (non-sexual) types of relationship</li> </ul> </li> <li>● 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 <i>(Spring Term, RSE lessons 3, 4, 5, 6)</i></li> <li>● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing <i>(Spring, RSE lesson 5)</i></li> <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> </ul>	<p>Year 10 &amp; 11</p> <ul style="list-style-type: none"> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships <i>(Yr 10: Spring Term, RSE lesson 1, 2, 3. Yr 11: Spring Term, RSE lesson 1, 2)</i></li> <li>● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) <i>(Yr 10: Summer Term, Living in a Global Community Less 3, 4)</i></li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control <i>(Yr 10: Spring Term, RSE lesson 1, 2, 3, 4. Yr 11: Spring Term, RSE lesson 1, 2)</i></li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable <i>(Yr 10: Spring Term, RSE lesson 4. Yr 11: Spring Term, RSE lesson 1, 2)</i></li> <li>● the impact of viewing harmful content <i>(Yr 10: Spring Term, RSE lesson 3. Yr 11: Spring Term, Body Image &amp; Self Esteem Lesson 3)</i></li> <li>● 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 <i>(Yr 10: Autumn Term, Online safety lesson 4)</i></li> <li>● not to provide material to others that they would not want shared further and not to share personal material which is</li> </ul>
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	<ul style="list-style-type: none"> <li>● that they have a choice to delay sex or to enjoy intimacy without sex (<i>Spring, RSE lesson 5</i>)</li> <li>● That menstruation and vaginal discharge are natural functions, the importance of understanding the impact of menstruation and hormone fluctuations (<i>Spring, RSE lesson 4</i>)</li> <li>● That there are a range of eco-friendly menstruation products available (<i>Spring, RSE lesson 4</i>)</li> </ul>	<p>sent to them (<i>Yr 10 &amp; Yr 11: Autumn Term, Online safety, lesson 4</i>)</p> <ul style="list-style-type: none"> <li>● what to do and where to get support to report material or manage issues online (<i>throughout all relevant lessons</i>)</li> <li>● that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners (<i>Yr 11: Spring Term, Body Image &amp; Self Esteem, lesson 3</i>)</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (<i>Yr 10: Autumn Term, Online safety lesson 4</i>)</li> <li>● how information and data is generated, collected, shared and used online (<i>Yr 11: Autumn Term, Social media lesson 2</i>)</li> <li>● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and how these can affect current and future relationships. (<i>Yr 10: Spring Term, RSE lesson 3, 4. Yr 11: Spring Term, RSE lesson 1, 2</i>)</li> <li>● 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. (<i>Yr 10: Spring Term, RSE lesson 2, 4. Yr 11: Spring Term, RSE lesson 1, 2, 3</i>)</li> <li>● the facts about the full range of contraceptive choices, efficacy and options available (<i>Yr 10: Spring Term, RSE lesson 5, 6 Yr 11: Spring Term, RSE lesson</i></li> </ul>
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**Y12 & 13**

*We have external speakers throughout the year who deliver topics for the RSE curriculum. HMs and tutors are made aware of these in advance.*

*Term 1:*

- *Lesson 2: Coercive & Controlling relationships. Understanding the continuum of behaviours and to interpret signs of coercive & controlling relationships. To understand where to access help and information.*

*Topics currently in the planning phase, to be covered in 2024/2025 academic year*

- *Sexual Health: how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. How to access and information about intimate health tests.*
- *Screening & regular checks*
- *Contraception, consent & moral choices in relationships.*

## **Appendix 2**

Further useful resources for all stakeholders that this guidance refers to:

- [Felsted School Joint PSHE Policy](#).
- [The DFE RSE Guidance](#) - the official publication of the RSE Standards from the Department for Education.
- [The Sex Education Forum Website](#) - an informative website that responds to the FAQs about the new RSE guidance.
- [The Equality Act 2010 and Schools](#) - the official publication from the Government that reinforces the importance of adhering to the protected characteristics of all individuals.