

New Perspectives School Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Policy Type: Education

Issue number: V1

Policy Issue date: 1/1/2023

Review date: 1/1/2024

Next review date: 01/11/24

Introduction

Page 12 - Appendix 1: - Parent form: withdrawal from sex education within RSE

Page 13-14 - Appendix 2: – Useful links

Page 15 - Appendix 3: - Letter to parents

This policy has been created in line with the latest guidance produced by the DfE:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> - September 21 (statutory update)

Definitions

Health education teaches about physical, mental, emotional, and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviours. Health education curricula and instruction help students learn skills they will use to make healthy choices throughout their lifetime.

Relationship and Sex Education for secondary pupils The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy

- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To ensure that pupils know how to keep themselves safe

Roles and Responsibilities

The governors

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. The policy is reviewed annually by the school and the Kedleston Group governing body.

The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

Staff are responsible for:

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

Pupils

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

Training

- Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar.
- The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

- The delivery of RSE is monitored by Michelle Baker, Head Teacher through the school's Quality Assurance procedures which includes pupils progress review, book scrutiny, marking scrutiny and lesson observations.
- Pupils' development in RSE is monitored by the PSHE Lead, as part of our internal assessment systems.
- This policy will be reviewed annually. At every review, the policy will be approved by the governors and the head teacher.

The curriculum Intent

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

As a school we encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act, promoting awareness and understanding through the curriculum content in all key stages.

All schools must have regard to the law, and in this school, teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

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

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

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

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

Implementation of the curriculum

Relationships and sex education curriculum map 2022 – 23:

Year Group	Topic/Theme Details	Resources
Years 5 and 6	<p>Ourselfs: Growing up /changing</p> <ul style="list-style-type: none"> • Which parts of our body are private • Recognise identity • External genitalia and internal reproductive organs • Process of puberty • Physical and emotional changes • Managing transitions • Hygiene routine • Managing setbacks and failures / Personal strengths • Gender identity <p>Friendships / bullying</p> <ul style="list-style-type: none"> • Building positive friendships • Importance of seeking support /feeling lonely or excluded • Healthy friendships • Managing peer influences • How friendships change overtime • Feeling unsafe and uncomfortable (online and offline) • Impact of bullying online and offline • Strategies to respond to hurtful behaviours • Discrimination 	<p>https://pshe-association.org.uk/curriculum-and-resources/resources/growing-and-changing-home-learning-lessons-puberty</p> <p>https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://pshe-association.org.uk/curriculum-and-resources/resources/keeping-safe-fgm-guidance-lesson-plan-year-5-6</p> <p>https://pshe-association.org.uk/curriculum-and-resources/resources/city-london-police-cyber-detectives-lesson-plans</p> <p>https://pshe-association.org.uk/curriculum-and-resources/resources/staying-friends-%E2%80%94-relationships-home-learning</p>

Year Group	Topic/Theme Details	Resources
Year 7	<p>Puberty, Growing up and consent</p> <ul style="list-style-type: none"> • Changes that occur during puberty • Age of consent and the laws around sex • Sex and fertility • Menstrual cycle • Sexuality <p>Forming and maintaining relationships</p> <ul style="list-style-type: none"> • Healthy and unhealthy relationships • How to resolve conflict • Relationship values and expectation • Different types of relationships • Trust <p>Staying safe</p> <ul style="list-style-type: none"> • Managing conflict • How to deal with our feelings • Sharing images • Managing peer pressure 	<p>Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</p> <p>BBFC KS3 lessons: Making Choices: Sex, Relationships and BBFC Age rating (pshe-association.org.uk)</p> <p>Medway Public Health Directorate: Managing Healthy and Unhealthy Relationship Behaviours pshe-association.org.uk</p> <p>PSHE lessons: KS3 Curious about conflict CRESST</p> <p>Media Smart: 'Piracy: What's the big deal?' KS3 lesson pshe-association.org.uk</p>
Year 8	<p>Identify and relationships</p> <ul style="list-style-type: none"> • Sexuality • Quality relationships • Meaningful relationships • Romantic relationships • Importance of trust 	<p>Disrespect NoBody: resources on preventing teenage relationship abuse (pshe-association.org.uk)</p> <p>Family Life lesson plans pshe-association.org.uk</p>

Year Group	Topic/Theme Details	Resources
Year 9	<p>Sexual health, parenthood</p> <ul style="list-style-type: none"> • Choices around sex • Contraception • Sexual health awareness • Pregnancy choices <p>Risk awareness for young people</p> <ul style="list-style-type: none"> • Gangs (negative influences and friendships) • Social influences • County lines • FGM • Relationship abuse • Breakdown in relationships • Our responsibility to ourselves and others 	<p>Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</p> <p>Gangs: Managing risks and staying safe lesson pack pshe-association.org.uk</p> <p>Thames Valley Police 'Drug Education' lesson pack, year 9 pshe-association.org.uk</p> <p>Home Office #knifefree lesson plans for KS3&4 – updated summer 2019 (pshe-association.org.uk)</p> <p>Home Office 'Something's Not Right' abuse disclosure resources, KS3-5 pshe-association.org.uk</p>
Year 10	<p>Understanding risks</p> <ul style="list-style-type: none"> • recognise situations that pose risk to self and others. • Assess and manage risk • Own response to risk <p>Understanding risks</p> <ul style="list-style-type: none"> • Recognise situations that pose risk to self and others. • Assess and manage risk • Own response to risk 	<p>Lesson 7 - Equality Act 2010 Equality and Human Rights Commission (equalityhumanrights.com)</p> <p>Home Office #knifefree lesson plans for KS3&4 – updated summer 2019 (pshe-association.org.uk)</p>

RSHE is delivered by in the form of standalone PSHE lessons as well as special events.

Access to the curriculum

As a school we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects. For some of our pupils with SEND there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

At all times the RSHE curriculum will be implemented with full regard to pupils' EHCPs and Behaviour Support Plans. In this way and through consultation with parents and the school's SENCo, the curriculum will be made accessible to all pupils, including those with complex needs.

Impact of the curriculum

Key stage 3

Students in Key stage 3 should work towards and cover the following statements. By the end of Key stage 3 they should achieve the following learning outcomes in relation to RSE:

- I can identify different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them.
- I can identify indicators of positive, healthy relationships and unhealthy relationships, including online.
- I can identify the similarities, differences, and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.
- I can describe the difference between biological sex, gender identity and sexual orientation.
- I can recognise that sexual attraction and sexuality are diverse.
- I can show that I know that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion.
- I can explain how the media portrays relationships and the potential impact of this on people's expectations of relationships.
- I can describe how portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex.
- I can clarify and develop personal values in friendships, love and sexual relationships.
- I can describe the importance of trust in relationships and the behaviours that can undermine or build trust.
- I can evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.
- I can show that I know that everyone has the choice to delay sex, or to enjoy intimacy without sex.
- I can describe how to form, maintain, and manage positive relationships safely and responsibly, including online.
- I can identify the qualities and behaviours that I should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).
- I can identify strategies to reduce risk from people online that I do not already know.
- I can describe and manage the strong feelings that relationships can cause (including sexual attraction).
- I can develop conflict management skills and strategies to reconcile after disagreements.
- I can describe how to manage the influence of drugs and alcohol on decision-making within relationships and social situations.
- I can describe how to manage the breakdown of a relationship (including its digital

legacy), loss and change in relationships.

- I can describe the effects of change, including loss, separation, divorce and bereavement.
- I can describe strategies for managing the effects of change and accessing support.
- I can identify services available to support healthy relationships and manage unhealthy relationships, and how to access them.
- I can describe how consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.
- I can describe features about the law relating to sexual consent.
- I can identify how to seek, give, not give and withdraw consent (in all contexts, including online).
- I can describe how the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected.
- I can identify how to gauge readiness for sexual intimacy.
- I can describe the impact of sharing sexual images of others without consent.
- I can identify ways to manage any request or pressure to share an image of themselves or others, and how to get help.
- I can demonstrate an understanding that intimate relationships should be pleasurable.
- I can demonstrate an awareness of the communication and negotiation skills necessary for contraceptive use in healthy relationships.
- I can identify the risks related to unprotected sex.
- I can describe the consequences of unintended pregnancy, sources of support and the options available.
- I can describe the roles and responsibilities of parents, carers, and children in families.
- I can identify the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.
- I can identify the characteristics of abusive behaviours (such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation).
- I can recognise warning signs of abusive behaviour, including online.
- I can demonstrate how to report abusive behaviours or access support for myself or others.
- I can recognise bullying and its impact, in all its forms.
- I can name skills and strategies to manage when being targeted or witnessing others being bullied.
- I can describe the impact of stereotyping, prejudice and discrimination on individuals and relationships.
- I can recognise the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.
- I can describe the need to promote inclusion and challenge discrimination, and how to do so safely, including online.
- I can recognise peer influence and develop strategies for managing it, including online.
- I can describe the role that peers can play in supporting one another to resist pressure and influence.
- I can challenge harmful social norms and access appropriate support.
- I can identify that the need for peer approval can generate feelings of pressure and lead to increased risk-taking and identify strategies to manage this.
- I can identify the factors that contribute to young people joining gangs; the social, legal, and physical consequences of gang behaviours.
- I can describe the strategies to manage pressure to join a gang, exit strategies and how to access appropriate support.

KS4

Students in KS4 will be following the PSHE Association SOW

- I can define 'sexuality' and 'sexual orientation.'
- I can outline different sexual relationships.
- I can describe what is meant by a consensual sexual relationship.
- I can describe cultural differences regarding sexual relationships and marriage.
- I can describe risks associated with a sexual relationship.
- I can describe potentially high-risk situations.
- I can describe how risk/s can be minimised or avoided.
- I can describe legal issues in relation to age of consent, marriage, cohabitation, and abuse.
- I can describe changes in the male body during sexual activity.
- I can describe changes in the female body during sexual activity.
- I can compare methods of contraception.
- I can describe sources of further information and support available.
- I can describe the causes and effects of STIs including HIV and AIDS.
- I can describe how to maintain good sexual health.
- I can describe sources of further information and support available for sexual health.
- I can outline the meaning of 'relationship'.
- I can state the importance of relationships to myself and others.
- I can give examples of different types of relationships.
- I can outline the importance of knowing and respecting boundaries within relationships.
- I can identify different family roles and structures.
- I can outline own role/s within family.
- I can State how relationships within a family change over time.
- I can identify the characteristics of personal and social relationships.
- I can outline the boundaries within personal and social relationships.
- I can state the difference between work and social relationships.
- I can list the roles and responsibilities of an employer and employee in a working relationship.
- I can outline the boundaries within a working relationship.
- I can identify skills needed to develop and maintain relationships.
- I can outline the importance of trust within a relationship.
- I can state possible causes of conflict within a relationship and how these might be overcome.
- I can describe situations that pose risk to myself and others.
- I can describe situations involving risk where pressure could be used to influence others.
- I can describe the positive and negative aspects of risk.
- I can identify factors to consider when taking a risk.
- I can describe the importance of assessing and managing risk.
- I can assess risk in a given situation.
- I can compare possible strategies to manage a risk.
- I can describe reasons for my own risk-taking.

Working with parents/carers and the wider community

The right to withdraw (Secondary aged pupils)

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents do not want their child to take part in some or all of the Sex Education lessons delivered at secondary, they can ask that they are withdrawn. The head teacher will consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before the child turns 16. From September 2020 at this age, the child will be able to choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Please use Appendix 1: Parent form: withdrawal from sex education within RSE if you have a child in secondary education and wish to request that they are withdrawn from the sex education part of the RSE program. This form must be submitted directly to the Head teacher.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/ CARER/ LEGAL GUARDIAN			
Name of child		Class	
Name of parent/carer/legal guardian		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.

Appendix 2 – Useful links

- **Government guidance:**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- **For Parents of secondary aged children:**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_s_econdary_schools_guide_for_parents.pdf
- **For parents of primary aged children:**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_p_rimary_schools_guide_for_parents.pdf
- **Keeping Children Safe in Education:** [Keeping children safe in education 2022](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/Keeping-children-safe-in-education-2022.pdf)
(publishing.service.gov.uk)
- **Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline):**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance>
- **Behaviour and discipline in schools:**
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- **Equality Act 2010 – advice for schools:**
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- **SEND Code of Practice:**
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Alternative provision:**
<https://www.gov.uk/government/publications/alternative-provision>
- **Mental health and behaviour in school:**
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- **Preventing and tackling bullying:**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Sexual Violence and sexual harassment in schools between children:**
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- **The Equality and Human rights Commission advice and guidance:**
<https://www.equalityhumanrights.com/en/advice-and-guidance>
- **Promoting Fundamental British Values as part of SMSC in schools:**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- **PHSE association**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources>

- **SMSC for Independent Schools:**
<https://www.gov.uk/government/publications/regulating-independent-schools>
- **National Citizen Service – guidance for schools:**
<https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges>
- <https://www.ceop.police.uk/safety-centre/>

See also Annex B of the government guidance (listed above) for useful information and resources

Appendix 3

Copy and paste text on the school letterhead template

Dear Parent/Carer,

We believe that promoting the health and wellbeing of our pupils is an important part of their overall education. We do this through our personal, social, health and emotional (PSHE) curriculum. PSHE covers many topics including all kinds of relationships, physical/emotional health and the skills needed to live in the wider world. The aim of our PSHE curriculum is to help pupils make safe and informed decisions during their school years and beyond.

Relationships, sex and health education (RSHE) is the statutory element of our PSHE curriculum and all schools in England are required to teach RHE (relationships and health education) in primary schools (with the recommendation from the Department for Education to teach about conception and birth) OR RSHE (relationships, sex and health education) in secondary schools. We will be teaching lessons about RSHE/RHE as part of our PSHE curriculum which will include topics such as; naming body parts; families; online safety; puberty; babies and birth; relationships and communication skills; pregnancy; contraceptives; prevention of HIV/AIDS and other sexually transmitted diseases; prevention of sexual abuse; FGM; body image; sexting and social media; pornography; consent. During these lessons, pupils will be able to ask questions, which will be answered factually in an age-appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

RSHE is a statutory subject and although parents can withdraw their child from the sex education element, we want to assure parents that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive factual information, rather than hearing content second hand or via online platforms. In the 21st century pupils are exposed to so many of the incorrect messages about their bodies, relationships and expectations. The prevalence of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts, dispel myths and ultimately feel safe.

RSHE is a carefully planned curriculum and is there to ensure our pupils can navigate the world around them safely. An un-informed child is often a child left vulnerable and we want to empower our pupils here at New Perspectives School.

Parents and carers are the most important educators of children and young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish.

Yours sincerely

Michelle Baker
Head Teacher

Frequently asked questions

What are the aims of RHE/RSHE in our school?

Depending on the age of the children and the lessons in their particular year group, we want RHE/RSHE to:

- develop the confidence to talk, listen and think about feelings and relationships
- develop friendship/relationship skills
- develop positive attitudes, values and self-esteem
- provide knowledge and understanding about puberty and the changes that will take place
- provide knowledge and understanding about reproduction and sexuality
- address concerns and correct misunderstanding that children may have gained from the media and peers
- develop skills to help children protect themselves against unwanted sexual experience
- empower pupils to understand their bodies are amazing and they have a right to talk about keeping safe and consent in a manner of situations not just those linked to sexual intimacy
- know where and how to seek help
- to empower children with the confidence to talk about their bodies and their feelings.

What are the different topics in the RSHE curriculum at primary school?

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco
- Health and prevention

- Basic first aid
- Changing adolescent body
- How babies are made and born [to delete as appropriate as some primary schools may opt not to deliver this non-statutory element]

What are the different topics in the RHE/RSHE curriculum at secondary school?

- Families and people who care for me
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health [school may want to define which element they see as 'sex' although these topics can often overlap, and it is recommended that schools do not provide a list of the topics that parents can withdraw their children from. It is advised that a school offers a chance for discussion around any concerns prior to any withdrawal]
- Internet safety and harms
- Mental well-being
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For further information on each strand of the topics visit 'Relationships and sex education (RSE) and health education' at www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Can you explain the school's RHE/RSHE morals and values framework?

RHE/RSHE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents, carers and other members of the school community. RHE/RSHE will be delivered within the school's agreed policy and in line with the Equality Act 2010; our teaching will be inclusive.

RHE/RSHE will support the importance of marriage or stable relationships for family life and bringing up children. Care is taken to ensure children are not stigmatized according to their different home circumstances and all families will be discussed as part of a diverse community.

Families sometimes look different from a child's own family; children need to understand that they should respect those differences and know that other children's families are also characterised by love and care.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- respect for ourselves and others
- commitment, trust and love within relationships
- an understanding of diversity in relation to religion, culture and sexual orientation
- an honesty with ourselves and others
- self-awareness
- exploration of our rights, duties and responsibilities.

Misunderstandings about RSHE

Schools have an important role to play in RSHE.

There is sometimes concern that RSE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality RSE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if RSE has an effect it is a positive one: 'sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour'.

Secretary of State Foreword 2020:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'. (See www.gov.uk/government/publications/)