

# Woodfield School

# 2022



## Dynamic RSE Policy





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# Aims of Dynamic Relationship and Sex Education Policy

The RSE policy at Woodfield school aims to bring learning to life to enable children to be critical thinkers and solution finders when faced with difficult situations in everyday life and during key life events, using interpersonal skills, involving but not limited to self-esteem, self-assertiveness, emotional regulation, communication and conflict resolution skills.

Our aims for relationship and sex education:

To understand all types of relationships, such as friendships, family relationships, dealing with strangers and intimate relationships, including LGBT relationships as directed by the Government guidelines;

how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;

how relationships may affect health and wellbeing, including mental health;

healthy relationships and safety online; and

Individualised factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

to provide the knowledge and information to which all pupils are entitled;

to clarify/reinforce knowledge pupils have already acquired;

to raise pupils' self-esteem and confidence, especially in their relationships with others;

to help pupils to understand their sexual feelings and behaviour, so that they can lead fulfilling enjoyable lives; (students who are needing help will be supported by trained staff, allocated to them through the process of referral meetings.)

to help pupils develop skills (language, signs or symbols, decision making, choice, assertiveness) and make the most of their abilities;

to promote acceptable and appropriate behaviour in public and private situations;

to practice strategies which reduce the risk of exploitation, misunderstanding and abuse;

to provide the confidence to be participating members of society and to value themselves and others;

to support safe access to information and facilities;

to develop the skills for healthier safer lifestyle;

to develop confidence in talking, listening and thinking about feelings and friendships;

to develop and use communication and assertiveness skills to cope with the influences of their peers and the media

to develop positive relationships with peers and family

to overcome phobias which are a hindrance in carrying out day to day activities

to be able to name parts of their bodies and understand how their bodies work

to respect and care for their bodies

to be prepared for puberty and adulthood in Modern Britain

## Statutory

As a secondary academy school, we must provide RSE to all students as per section 34 of the Children and Social work act 2017. At Woodfield we deliver the National Curriculum and as part of our core curriculum offer we will teach RSE in line with the information set out in this policy. Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations. Under Section 3.6 of the National Curriculum, RSE is compulsory from Year 7 onwards taking account of the changes to the National Curriculum for PSHE (2020)

### Why Relationship and Sex Education is to be taught?

'Mainstream Schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in relationship and sex education. Relationship and sex education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'

OFSTED is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's relationship and sex education policy.

Relationships education, RSE, and PSHE are designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.

According to the Statutory Guidance:

1. "Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.
2. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness.
3. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
4. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This will be complemented by a comprehensive programme of engagement by the Department for Education (DfE) with stakeholders to set out suitable, age-appropriate content on RSE which focuses on mental wellbeing, consent, resilience, age-appropriate relationships and sex education, and keeping safe online. Regulations and statutory guidance will then be subject to full public consultation later this year, and we expect to see children and young people being taught this new curriculum in schools as soon as September 2019."

## **Making the RSE policy Dynamic**

The PSHE Lead will embed the RSE policy into the curriculum (as a whole school approach) and will involve parents, teachers and pupils in developing and reviewing the policy. It will reflect the views of parents, pupils and teachers and will be monitored and reviewed every year. Governors and parents will need to address the issue of how those who miss lessons on relationship and sex education can catch up on another occasion.

## **How will it reflect the views of teachers, parents and pupils?**

This is done in three phases every year:

## **Planning phase: (To be completed by Autumn 1)**

### **Reflecting Pupil's views:**

The policy and curricular content will be first discussed with the pupils. This will be carried out by the following steps:

The school Council will look at and understand the curriculum being offered via the schemes of work and will take open ended questionnaires to their classes to discuss the appropriateness of the curriculum being offered and what else would they like to learn.

The feedback will be passed on to the PSHE lead who will then collate the results and reflect them in planning the RSE curriculum.

A member of the student council can represent the views and concerns of the student body, if the governors would like to meet them.

In case of any student feeling strongly about issues, she/he will be invited to a meeting with the PSHE lead and the Head teacher to further discuss their views.

### Reflecting Parent's views:

First the new policy and the schemes of work will be discussed with the parents. Parents will be invited to a workshop on RSE and will be shown the new curriculum, the new schemes of work; examples of materials used such as worksheets, videos, etc. They will then have an opportunity to discuss their concerns and review the policy and give their suggestions. Their suggestions will be taken on board and will reflect in the new policy and the schemes of work.

Parents will be invited personally through letters and the Parent Liaison officer will help to organise this meeting, which will be held in Autumn .

In case parents would like to get in touch with the PSHE Lead, they can do so by calling up the school office. The conversation between parents and the PSHE Lead will be recorded on School pod.

### Reflecting the teacher's views:

The first draft will be circulated online to gather teacher's views. The PSHE Lead will have directed time with teachers to understand the policy and the proposed changes. Here the Schemes of work will be shared to reflect and brainstorm on how to meet the objectives of the policy through creative lesson planning, understanding of deep learning of objectives and emphasising the importance of enabling our learners to be critical thinkers in real life situations.

### Who approves the Policy?

After having consulted the parents, teachers and students the PSHE Lead will make a final version of the RSE Policy. This will also give details of any suggestions given during the consultation phase. This final Policy will then be presented to the Governors and Head teacher, who will decide which suggestions are to be incorporated into the policy.

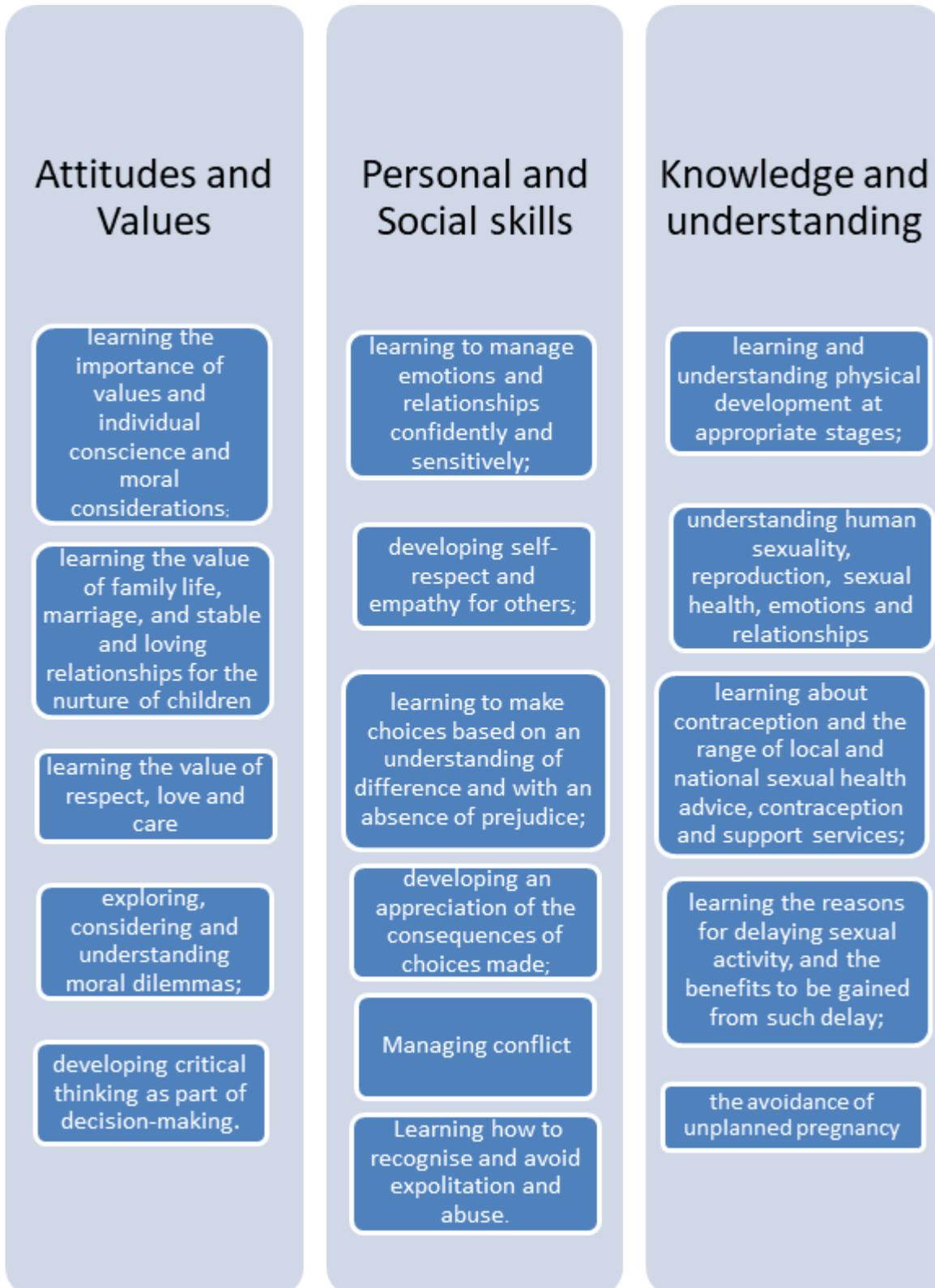
This practice is to be repeated every year to reflect the changing needs of the pupils, parents and the wider community. **All efforts must be made to make the RSE policy a live document.** Dates for survey and workshops should be part of autumn calendar.

The Governors approve the Policy on close inspection.

# Implementation Phase

How will Relationship and Sex education be provided and who will be responsible for it?

According to DFEE Guidance 2000, RSE has the following three components.



## How and by whom the RSE curriculum will be delivered?

RSE will be delivered as a whole school approach incorporating a term of the PSHE curriculum (schemes of work are available and subject to review every year), workshops provided by internal and external professionals, Individual and group psycho-educative workshops, provided by internal professionals and referred on to external support (e.g. CAMHS) if required, implementation of Positive Relationship and behaviour management policy by all staff and use of Infrastructure to reflect our safeguarding procedures.

### The curriculum:

The PSHE Lead will write the schemes of work for the teachers to deliver the curriculum.

The school has bought the Jigsaw scheme to accommodate our Pathway 2 students. Jigsaw guarantees that its PSHE Programmes for primary and secondary meet the statutory requirements for Relationships Education and Health Education at Primary and RSE and Health Education at secondary. This work sits within the Jigsaw whole-school approach to PSHE which has an emphasis on emotional literacy and mental health. The units covered, where deemed appropriate for the needs of our pupils are:

1. Families (x 7 aspects)
2. Respectful relationships including friendships (x 8 aspects)
3. **Online and media (x1 aspect)**
4. **Being Safe (x1 aspect)**
5. **Intimate and sexual relationships, including sexual health (x 8 aspects)**

As Woodfield has a wide range of students working below the National Curriculum and at National curriculum, KS4, it is necessary for the schemes of work to cater to the needs and cognitive abilities of all its students.

Hence the schemes of work will cover all descriptors from below National Curriculum levels, KS1 to KS4 as outlined by the PSHE association for Relationships and Sex Education.

KS1 to KS4 descriptors have been marked as bands A to E and are a true reflection of expected behaviours at each age.

Band W, i.e. working towards National Curriculum has been developed by the PSHE leads to fill the gaps between below National Curriculum levels and KS1 descriptors/ (referred to as band A).

The assessment framework for progress on RSE is based on the meeting of targets. The number of targets chosen per pupil are around five for those following the MLD curriculum and one for pupils following the SLD curriculum. This is to make sure that learning is in depth and reflects stages of learning and not a tick box approach.

**The curriculum will cover the following and will be flexible to incorporate changes as reflected by reviews:**

***Relationship part of the RSE curriculum***

- Understanding that they have a responsibility to keep themselves and others safe
- To be aware of different types of relationships: including acquaintances, friends, family and relatives. To understand that there may be families different than their own and all children should feel cared and loved.
- To respect everyone's family, whatever type of family it is.
- Understanding the difference between healthy and unhealthy relationships.
- Recognising when people are being unkind to them or others and where to report
- To listen and respond to a wide range of people.
- To work collaboratively towards shared goals and develop strategies to resolve conflict.
- To understand they have to take care of their environment (material, plants and animals)
- To learn how to self-regulate emotions.
- Learn about relevant aspects of PREVENT curriculum.

***Sex part of the RSE curriculum***

- Who am I? What do I look like?
  - Gender and Gender reassignment.
  - Other characteristics (size, colouring, age). Taking pride in own ethnicity and culture.
  - Sexual orientation (Heterosexual, Bisexual, Homosexual and/or trans gender behaviours may be displayed by students as a by-product of lessons on self-image and likes and dislikes but will not be judged, criticised or promoted in any form.) It is about accepting people as they are under the qualities Act, 2010.
- Body parts:
  - Privacy; at home, school and public places such as toilets.
  - Private body parts; Feelings about different body parts, self-esteem related to changing body.

- Body changes at puberty and feelings around changes.
- Who do I know? How do I behave with them?

Appropriate and inappropriate touch

- Places: Professional touch, such as dentist, hairdresser, etc.
- People: self and others. Appropriate self-touch in private and public places.  
Inappropriate touch by friends, staff and friends.
- Context: of touch and how to differentiate.

- Online safety

Staff will decide, in consultation with parents and carers, when older pupils are ready to move on to more specific work on sexuality and sexual relationships, including:

- Menstruation – hygiene, emotions and self-esteem. (Twin class workshops.)
- Appropriate clothing- according to weather conditions and for dignity.
- Masturbation and the related feelings; appropriate place at home, i.e. bedroom and not at school or any public toilets. (Twin class workshops.)
- Reproductive cycle; this will be covered in science according to the cognitive level of the students and when covered in workshops it will be in the context of relationships and appropriateness.

**What is taught in Science as a statutory Topic:** According to the National Curriculum some parts of sex and relationship education are compulsory - these are part of the national curriculum for science.

(<https://www.gov.uk/national-curriculum/other-compulsory-subjects>)

The Science curriculum covering 'Reproduction' is as follows:

Reproduction in humans (as an example of a mammal): includes the structure and function of the male and female reproductive systems. The students will also be given a brief introduction to the menstrual cycle (without details of hormones) and will learn about gametes, fertilisation, gestation and birth. (copies of resources being used are available to be seen at the Parent's workshop.)

Please note, that these lessons are well differentiated by the Head of Science based on the level of understanding of the pupil.

**What will be taught across the Curriculum:** To respect everyone and accept people as they are. To treat everyone equally (Equalities Act, 2010)

## **A) Whole School workshops:**

### **By external provider:**

Workshop on Online safety.

PREVENT team: To be finalised.

### **By Internal provider:**

- Teachers will hold Twin class workshops on Sex Education by differentiating learning needs and in context of relationships. These will be held separately for boys and girls.
- Pastoral team will develop interactive sessions on Conflict Resolution and Emotional Regulation?

**B) Intervention groups:** Psycho-educative intervention workshops for groups and individuals will be held by the Drama Therapist and her team. Topics covered will be

- Sexual, Emotional and Social wellbeing.
- If any cases of depression or related disorders are suspected by the therapist or her team then external referrals will be made to psychotherapist, CAMHS, etc. based on informed decisions by the Therapist. Parents will be consulted in such cases.

(Students should be referred for the Intervention groups within the autumn term. The drama therapist will send an email out to this effect according to her schedule.)

**C) Student involvement:**

- Train students who are capable of listening skills and make them available for listening to students if needed.
- Have a link on the website where students can contact the student friends, to talk about issues or to book appointments for having a chat. (The student listeners can have dedicated time /week to carry out these sessions. The Student Listeners will be trained to make a log of their conversation either in writing or by recording their conversation.)

**D) Positive Relationship and Behaviour Management policy,** (please insert link) is implemented across the school by all staff.

**E) Infrastructure:** Bathrooms and corridors will have posters from NSPCC helpline. Pocket size leaflets will be available in random places such as dinner hall, sensory room, hall, reception, corridors and bathrooms, where students can anonymously pick up a leaflet without any fear.

On the timetable, PSHE time slots will not be used for any other lessons.

A room with Yoga mats, yoga balls and treadmill are set up to help in Emotional regulation.

**F) Human resources:** At least two male and two female members of staff will be made available to run the twin class workshops, i.e. two combined classes, where boys and girls will be divided into two groups.

Staff members who are not confident about running the sex education workshops will receive training in doing so, (by the Drama Therapist) but will ultimately use their discretion of being confident or not to take on the role. (This should happen in the autumn term)

**G) Dealing with Disclosure:** In case of any disclosure of abuse being made within any of the sessions (lessons, workshops, interventions or during free time) complete confidentiality will be maintained while referring the case to the Designated Safeguarding Lead.

## How will Relationship and Sex Education be monitored and evaluated? (Whole year)

### Monitoring of the Policy

The implementation of the policy will be monitored by the PSHE leads of the respective Key stages and the Head teacher. The PSHE lead will be responsible for lessons in classes, assessment and progress of students and organising and monitoring external and internal whole school workshops.

The schemes of work will be those that were discussed with parents in the autumn term.

The Head of Therapies will overlook the internal intervention or therapeutic workshops.

### Evaluating the Policy against its goals: (summer 1)

**By external creditors:** such as Ofsted, joint partners, external specialist support on SEN behaviours and assessments across the school): All views will be reflected upon and added to the implementation of the policy in consultation with the SLT. The governors will be presented with a new draft of changes being made to the policy.

**By internal creditors: parents, teachers and pupils:** Open sessions and questionnaires will be used to collect teachers', parents' and pupils' views to evaluate how the goals of the RSE policy were met. The results will be collated by the PSHE lead and used for reflection and improving the policy and its implementation.

### Parents' right to withdrawal;

Relationships Education is compulsory. However, parents can write to the Headteacher asking to withdraw their child from some or all parts of the Sex Education, which are not in the National Curriculum science. If the student's age is three terms to his sixteenth birthday, then the student's views will also be considered.

**However most of the curriculum revolves around relationships and safety. Parents will be consulted when we work on specific workshops that are related to body awareness and puberty.**

### Requirement on Schools in Law e.g. Equalities Act, 2010 and Schools: Departmental advice:

According to the Equalities Act, 2010,

- a) **Discrimination:** paragraph 1.9: It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:
1. sex
  2. race
  3. disability
  4. religion or belief

5. sexual orientation
6. gender reassignment
7. pregnancy or maternity.

## b) Curriculum

2.8 The content of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However, the way in which a school provides education – the delivery of the curriculum – is explicitly included.

2.9 Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.

But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

2.10 Some examples can best explain the distinction between content and delivery of the curriculum as the Act applies: A boy complains that it is sex discrimination for him to be required to do a module on feminist thought. A heterosexual pupil claims that he finds this embarrassing and that it discriminates against him on grounds of his sexual orientation; a Christian or a Muslim pupil objects to it on religious grounds. A Muslim pupil objects to the works of Salman Rushdie being included on a reading list. 2.11 All of the above are examples of complaints against the content of the curriculum, and none of them would give rise to a valid complaint under the Act.

2.12 However, valid complaints that the curriculum is being delivered in a discriminatory way might well arise in situations such as the following: A teacher uses the fact that ‘The Taming of the Shrew’ is a set book to make derogatory generalisations about the inferiority of women, in a way which makes the girls in the class feel belittled. Or, in teaching ‘The Merchant of Venice’, he encourages the class to laugh at a Jewish pupil.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

## Review plan and dates (Conducted annually)

### Planning Phase

Parents workshops:.

Taken to school council- autumn 1

Teacher curriculum meeting- autumn 1

Results collated and final draft presented to governors for Approval: Late November.

Schemes of work given to teachers- Autumn 1 (KS 4 and 5) Autumn 2 (KS 3)

## Implementation phase

### A) Curriculum:

Autumn term: KS 4 and 5

Spring Term: KS3

### B) Organising workshops and preparing for intervention programs

**Interventions:** Organising Individual references –autumn 1/2

**Active Listening skills:** Selected students will be trained in Active Listening skills in Spring term and an online system will be set up for booking an appointment with them, via the school website.

To get all permission letters back for recording children’s conversations.

#### Workshops

Separate workshops for boys and girls

Spring 2 KS 3 4and KS5

Online Safety workshops, Whole School: Spring term

## Evaluation phase

Parents, teachers and students will evaluate the curriculum in summer 1.

PSHE Lead will collate the results and present it to governors in Summer 2.

## Suggestions given by Teachers, Parents and Students.

**Teachers:** No teacher has commented on the policy. All KS 4 and KS 5 teachers are happy to extend the programmes to their Key stages.

However, in the RSE Curriculum training, the following points were raised.

Concerns	Comments / Solutions
KS 4: If parents are called in for a lesson on relationships between students and parents,	Concerns raised by Head of Therapies <ul style="list-style-type: none"><li>Confidentiality may be jeopardised.</li></ul>

<p>it will be a very difficult session as we do not know how each side feels about the other. This is a therapist's job.</p>	<ul style="list-style-type: none"> <li>Trust between them and the students they work with on a one:one basis may decrease.</li> </ul> <p>Hence, from a therapist's point of view, it is not a good idea to get the therapist involved in group sessions which require to dig deeper into emotions.</p>
<p>KS 5: why do we need to share what we are doing in the workshops as the law says 'that children whose birthday is three terms before their sixteenth birthday, will be consulted.' ?</p>	<p>As we are a special needs school, and our children are not 16 years old cognitively, hence, it is good to get parents involved.</p>
<p>KS 3: As the schemes have been slightly tweaked to incorporate LGBT, are the new targets on Classroom monitor, i.e. our assessment system?</p>	<p>Yes, They will be put on the assessment system. They new additions are as follows:</p> <p>Level A: <b>To understand that there can be different types of families.</b></p> <p>Level B: To understand different types of gender identities.</p> <p>Level C To get over stereotypes and gender roles. To be able to do Active Listening.</p> <p>Level D: To understand the different types of sexuality. To be able to do Active Listening.</p>

**Students:** The student council has gone through the curriculum and cleared some misunderstanding of what will be taught under the RSE Curriculum.

They have given the following suggestions for workshops:

Suggestions	Comments
<p>Teachers, adults and possibly the people who create the games to monitor what people are doing on the internet.</p>	<p>The school has a system to flag inappropriate stuff.</p> <p>Good idea for teachers and staff to monitor what each student is doing on the net.</p>

Stop bullying on internet, e.g roblox. All students to learn how to report bullying on the internet.	This will be taught in the workshops on Online safety.
KS 3, 4 and 5 to have workshops on Internet safety.	The workshops were only held for KS 3. We will be looking at extending it throughout the whole school, this academic year.
<p>Students want to present something on 'online safety' in assembly.</p> <p>Topics suggested for the assemblies run by students: Topics to be covered are:  How to keep safe?  What to do if someone makes you uncomfortable on the internet?  Appropriate and inappropriate games.  Apps: risky apps. How to know which app is good? E.g Tiktok</p> <p>Consent on taking photographs and using them, e.g friends taking pictures on the bus.</p> <p>Not allowed to play any hacking games.</p>	This will be worked on with all the key stage leads running the assemblies.
Move away from gender identity on boys and girls, everyone's the same, e.g boys are allowed to cry.	This is already being covered in the lessons.

Around 40 parents attended the workshops and the following are the points raised. They all have given positive feedback on how the curriculum is still need based. The following are their suggestions.

Suggestions	Comments
Can parents discuss the targets for their children within RSE with the form teachers?	Yes, on parent's evenings, teachers will have the Schemes of work with them and a leaflet on parental right to withdraw. The parents can discuss the targets with them by going through the schemes.
Can parents come into lessons to work with the teachers.	<p>We can look into the logistics as certain topics which dig into deeper relationships between children and parents are sensitive.</p> <p>Parents of children with lower cognitive ability do come in as they work on strangers, families and acquaintances with the families. We will make sure that all</p>

	semi-formal classes do this.
Can we cover wet dreams in workshops?	Yes.
Can we cover the responsibilities that come with pregnancy?	Yes, we already do it in the workshops.
Can we work on Emotional Regulation as the children are shouting a lot at home?	The therapy team is already working on this with a few classes. We can look into the logistics of extending this to the whole school. This means increasing the capacity of the OT' s workload.
Can parents have a workshop on Emotional Regulation?	Definitely, yes.

**Suggested Additions to the RSE Policy, based on this year’s consultations are as follows**

1. All teachers to hold a session with parents and students. For the Semi-formal curriculum they can work on targets relating to family, friends and strangers. For the higher cognitive abilities, they can invite parents for a social club arranged by the students, just to socialise and make friends with other families. Students can develop some games for the parents to take part in.
2. New targets from LGBT have been added to the assessment system and the Schemes of Work.
3. External Online safety workshops will be held across the school.
4. School Council will present an assembly on Online safety in Spring or Summer term.
5. Teachers will share and discuss RSE targets at parent’s evening. (This year only for KS 3)
6. From next year, all teachers will share targets and what will be covered in workshops at the parent’s meeting, so there is enough time for parents to reflect on them, especially if they want to withdraw their children from the workshops.
7. Parent’s workshop on Emotional Regulation will be held in Spring term.

**Notes:** Please refer to

Equalities Act: Departmental Advice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Relationships Education, Relationships and Sex Education and Health Education, Statutory Guidance

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