



RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

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Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum, which lie at the heart of our policy to raise standards and expectations for all pupils.

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It will also equip young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and take responsibility for their sexual health and well-being.

In this document we outline the aims of Slindon College's RSE education, how we address these aims and the process by which we evaluate how successfully we achieve these aims and update the following RSE education lessons.

Slindon College is an independent College working with boys who have additional needs aged between 8 and 18 years, who are drawn from diverse social, ethnic and religious backgrounds. This policy was developed with careful consideration to Relationship and Sex Education Guidance DfES latest update was September 2021 as well as local authority and national guidelines.

Principles and values

Slindon College believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life and an entitlement for all young people
- Encourage every pupil to contribute to make our community strong and aims to support each individual as they grow and learn.
- Encourage every pupil to find ways to develop and celebrate self-esteem.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage pupils to share and respect each other's views. The important values are love, respect, safe choices and to care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Allow time to discuss and educate about the impact of technology on pupil attitudes and knowledge and deliver a robust online safety curriculum which offers an understanding of how relationships can form and how to avoid grooming, exploitation and engaging in age inappropriate conduct.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up and consult them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationship and Sex Education in this school has three main elements:

Attitudes and values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value of family life as and stable and loving relationships.
- Learning about the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and understanding

- Learning and understanding physical and mental development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health (including STIs), emotions and relationships.

- Learning about contraception and its uses as well as the range of local and national sexual health advice and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- Understanding the what consent is and how to confidently give and receive it.
- Understanding the risks of online relationships and how to remain safe online.
- Learning about the law around sexual activity and what constitutes harassment and assault.

Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils 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 and respect for individual conscience and the skills to judge what kind of relationship they want.
- 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 relationship and sex issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity and the reasons for not having unprotected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/uninvited 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.
- Know how the law applies to sexual relationships and online activity.

Organisation and Content of Relationship and Sex Education

Slindon College specifically delivers Relationship and Sex Education through its PSHE from KS2 - KS5 and some Science lessons at KS2, KS3 and KS4. It is jointly organised by the science teacher and the PSHE co-ordinator. The PSHE teachers follow the Jigsaw Programme.

The Jigsaw PSHE Programme

Designed as a whole-school approach, Jigsaw establishes consistency that gives all teachers confidence to deliver high-quality lessons. Not only does Jigsaw meet all statutory RSHE requirements, but it also elevates educational outcomes with an emphasis on mental health and resilience.

Jigsaw shapes young people to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. Co-produced by teachers, young people and the Jigsaw Team, the programme provides young people with opportunities to develop their emotional intelligence and life skills and the ability to address socio-cultural and socio-economical challenges as global citizens.

Inclusion

We intend our policy to be sensitive to the needs of all groups and we will respond to parental requests and concerns. We will refer pupils to specialist support where we deem it appropriate.

We will approach sexual orientation and gender identity with honesty, care and support. We also ensure that sexual orientations and gender identities are embedded into the curriculum at all points as well as ensuring pupils have a comprehensive understanding of LGBTQ+. This allows for all young people to have a relevant and inclusive RSE curriculum.

Parent/carers role & right of withdrawal of pupils from Relationship and Sex Education

The College is aware that the primary role in young people's relationship and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers of young people at our school through mutual understanding, trust and cooperation. Parents have the right to withdraw their child from part of the relationship and sex education, but not that part covered in the statutory Science curriculum. If a parent wishes their child to be withdrawn from any aspect of relationship and sex education, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Although the college strongly recommends that all pupils take part in RSE lessons, it always complies with the wishes of parents in regard to withdrawal from particular lessons and will provide appropriate sources of information for parents who wish to withdraw their children.

In order for parents / carers to make informed decisions the relevant RSE materials will be shared via the Jigsaw parent portal and correspondence from the PSHE lead via the Engage parent portal . (See appendix 2/3)

Confidentiality, controversial and sensitive issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so or in the case of a safeguarding concern which should be reported directly to the Designated Safeguarding Lead (DSL). Teachers, in line with best practice, will implement a working agreement with their class of pupils which appears on the initial Powerpoint slide for each lesson in the Jigsaw resources as 'The Jigsaw Charter' (see Appendix 1).

If the teacher has concerns, they will draw their concerns to the attention of the College's DSL and/or Headteacher. The College's DSL will deal with Child Protection matters in consultation with the Education Safeguarding Team, Children and Families and health care professionals (see also Safeguarding Policy). Other support agencies working within the school classroom context are governed by the College's Visiting Speakers policy, although health professionals such as school counsellors/nurses will be bound by their professional confidentiality guidelines. In a case where a teacher learns that a pupil under the age of 16 is having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered under the College's procedures.
- The young person will be properly counselled about contraception, including information about where young people can access contraception and advice services.
- In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.
- Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the College's confidentiality policy.

Dealing with inappropriate sexual behaviour

The College has a zero-tolerance approach to inappropriate sexual behaviour. Throughout the RSE curriculum, all pupils will be educated on what constitutes inappropriate sexual behaviour and the law around it. They will also be given the skillset to challenge peers and report any inappropriate sexual behaviour, as well as keep themselves safe within their relationships.

Inappropriate sexual behaviour can include:

- Inappropriate touching

- Sexting i.e. sharing of inappropriate images
- Cyberbullying
- Upskirting

All staff, as well as the PSHE team, are regularly updated on local and national issues related to RSE and best practice approaches. This includes raising concerns about inappropriate sexual behaviour, and who to go to for this information, so that it can be addressed.



Everyone has the right to...	Everyone has the responsibility to...
Participate or pass	Allow others to participate or pass
Listen and speak	Listen and allow others to speak
Privacy	Maintain privacy
An opinion	Respect difference of opinion
Learn	Allow others to learn

Appendix 2

Snapshot Jigsaw PSHE 11-16



(Updated September 2023)

Shows the summary of subject content in each Puzzle (unit)

Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict. My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse. Online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative) Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills. Safe & unsafe choices, substances, gangs, knives, exploitation. Emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health. Effects of substances, legal consequences. Nutrition and sleep. Vaccination, importance of information on making health choices	Characteristics of healthy relationships, consent. Relationships and change, emotions within friendships, child on child abuse. Rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity. Stereotypes, personal beliefs and judgements. Managing expectations, first impressions, respect for the beliefs of others. Marriage, protected characteristics. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing. Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion. Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes. Fear & emotions, stand up to bullying, the golden rule. Organ and blood donation	Long-term goals, skills, qualifications, careers, Money and happiness. Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money. Online safety and legal responsibilities, gambling issues.	Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood. Legislation associated with substances, exploitation and substances, county lines. Medicine and vaccinations.	Positive relationship with self, social media and relationship with self, negative self-talk. Managing a range of relationships, child on child abuse, personal space. Online etiquette, online privacy, bullying and personal safety. Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love. Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent. Sexual exploitation, peer approval, child on child abuse, grooming, radicalization, county lines. Risky experimentation, positive and negative self-identity, groups, influences, social media. Abuse and coercion, coercive control.	Protected characteristics, Equality Act, phobic and racist language. Legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child on child abuse, bullying in the workplace. Direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning. The world of work. Links between body image and mental health. Non-financial dreams and goals. Mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol. Alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation. Emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

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Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond. Ending relationships safely, stages of grief, loss and bereavement. Social media and culture, use of online data, threats to online safety, online identity. Assessing and managing risk, the law and social media. Positive and negative relationships	Equality in the workplace, in society, in relationships, Equality act 2010, vulnerable groups including disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, Equity equality and inequality, my health.	Impact of physical health in reaching goals, relationships and reaching goals. Resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability.	Improving health, mental health, sexual health, blood-borne infections, self examination. Diet and long term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending e.g bullying, child on child abuse, revenge porn, grief cycle, impact on family. Understanding love, fake news, pornography.	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, sexual identity, gender, spectrum of sexuality. Stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources for support.
Year 11 (15-16)	Becoming an adult. Age limits and the law relationships and the law, consent, coercive control, child on child abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010. The law on internet use and pornography, social media concerns, sexting keeping safe. Emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, aspiration on; career, finances, budgeting, borrowing, relationships. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance. Sexual health, hygiene, self examination. STIs, sexual pressure, fertility issues, contraception, consent. Pregnancy choices including; adoption, abortion, bringing up a baby, financial implications. Identifying a range of risks including rape and strategies for staying safe. Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex. Spectrum of gender and sexuality, LGBT right and protection under the Equality Act, coming out challenges, LGBT media stereotypes. Child on child abuse, power control and sexual experimentation. Forced marriage, honour based violence, FGM and other abuses, hate crime, sources of support.	


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Appendix 3

Relationships and Sex Education and Health Education - A brief guide

Ages 11-16



In September 2020, the Department for Education (DfE) made Relationships and Sex Education compulsory in all secondary schools, and Health Education compulsory in all state-funded schools in England. Independent Schools were already mandated to deliver PSHE including Health Education (*Independent School Standards, DfE, 2019*).

At secondary school, teaching builds on what children learnt at primary school and develops their understanding of health, with an increased focus on risk areas like drug use. Many schools teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education, and this is what Jigsaw PSHE provides for schools.



This leaflet sets out what Relationships and Sex Education and Health Education look like for students in KS3 (ages 11-14); why RSE is important; what parents and carers can do; and how Jigsaw PSHE ensures students receive the education they deserve.



An introduction to Jigsaw PSHE

Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16.

Jigsaw 11-16 builds on the Jigsaw 3-11 Programme, offering an holistic PSHE learning journey spanning the student's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

Relationships and Sex Education and Health Education - A brief guide

Ages
11-16

The Jigsaw 11-16 programme comprises:

- A comprehensive and completely original scheme of work for 11- to 16-year-olds
- PSHE (Personal, Social, Health and Economic Education), resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development)
- Inclusive philosophy including Relationships and Sex Education
- The Jigsaw Approach, underpinned by mindfulness philosophy and practice

And is compliant with statutory RSHE requirements (England, DfE, 2019).

Puzzles (units)

The Jigsaw 11-16 Programme includes six units of study (Puzzles), each with six lessons (Pieces), designed to be taught sequentially throughout the school year, one per term, as follows:

Puzzle (Unit)

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me



The content is student-driven and is in line with the most recent national guidance from the DfE. Jigsaw 11-16 remains a universal, core programme that will be added to and updated regularly to accommodate changing needs and contexts.

The main aim of PSHE is to empower young people to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy, fulfilling lives.

The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety.

The latest guidance recommends that schools need to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw 11-16 develops them in a structured and developmental way throughout every age group. A programme like Jigsaw is so helpful to schools, because it sets out exactly how students learn best and how to teach skills that lead to better social, emotional and mental health, which, in turn, has a positive impact on learning.

Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.

Relationships and Sex Education and Health Education - A brief guide

Ages
11-16

What does Relationships and Sex Education (RSE) in KS3 look like for students and schools?

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It also needs to cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.

Parents and carers should be assured that 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 for them.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This needs to be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe and positive learning environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously - approaches advocated by Jigsaw PSHE 11-16 teaching materials.

RSE in KS3 needs to demonstrate clear progression from what is taught in Relationships Education at primary school, and as students grow up, at the appropriate time teaching is extended to include lessons on intimate relationships. Alongside this, students are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming an adult. This will enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. This applies to online and offline relationships.

This is what every school with KS3 students in England is expected to adhere to. How they teach it is up to each individual school.



In **Jigsaw PSHE**, students will have the opportunity to learn in RSE...

- About families, long-term relationships like marriage, parenting and their associated laws
- About respectful relationships, including friendships, about trust, stereotypes, bullying, difference, illegal behaviour in relationships and where to find help
- About relationships within the context of the media and online – and most crucially the laws that are there to protect them and others
- About safety in relationships, including what to do if they don't feel safe in a relationship
- About intimate and sexual relationships, and their sexual health – and how the choices they make can have a long-term impact
- About the protected characteristics in the Equality Act

It is all in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing inclusion and respect for each other, and so on. The emphasis is on changes that students will experience as they grow up: what those changes look and feel like, why they happen and how to manage them positively.

The Jigsaw Sex Education Pieces (lessons) aim to give students their entitlement to information about puberty, human reproduction, sexual health and consent, as appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear and includes sources of support and advice.

Why is RSE taught in secondary schools?

There are many reasons why RSE is taught in secondary schools, including these:

- More than ever before, students are exposed to representations of sex and sexuality through the media and the social culture around them, so their education needs to present a balanced view of relationships and sex.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE for their children.
- Research shows consistently that effective RSE delays first sexual experience and reduces risk-taking, despite what many people still believe to the contrary.
- Surveys of children and young people have repeatedly reported that RSE tends to be too late in their education, too focused on the biological aspects, and not enough information on building relationships.
- It is part of the statutory curriculum (DfE, England, 2020).

Relationships and Sex Education and Health Education - A brief guide

Ages
11-16

What is the purpose of RSE?

At Jigsaw PSHE, we believe there are four main aims for teaching RSE within the context of PSHE (Personal, Social, Health and Economic) Education and they are crucial for students to learn about. High-quality RSE is taught...

- To enable young people to understand and respect their bodies, and be able to cope with the changes that puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development, and so on (in other words, respect for self and others).
- To support young people to have positive self-image and body image, and to understand the influences and pressures around them.
- To help young people to make informed choices if and when they are consider starting a sexual relationship, so that they keep themselves safe and don't have an unplanned pregnancy or sexually-transmitted infection.

Won't telling students about sex make them do it sooner and more?

No. The evidence suggests that high quality RSE does the opposite: it actually delays young people's first sexual experience, and it helps them become much more confident and comfortable about making informed choices. We believe effective RSE takes away ignorance, not innocence.

Teaching about safety and relationships as part of PSHE Education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations. Ofsted expressed concern in its report on PSHE that the lack of high-quality, age-appropriate RSE in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation. It is clear, therefore, that PSHE Education plays a vital part in helping to meet school's responsibilities to safeguard their pupils.

Parents' right to take students out of PSHE lessons on RSE

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but cannot withdraw their child from Relationships or Health Education). School leaders should discuss this with parents: good practice is likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

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

Parents/carers are not permitted to withdraw their child from the Sex Education included in the National Curriculum Science, as this is a statutory subject.

If a pupil is removed from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Please note that there is no right to withdraw from Relationships Education or Health Education for any student.

If you are considering taking your child out of RSE lessons within PSHE Education, please consider the following:

- All the other students in your child's class will have been taught this information and may well talk to your child about it and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about sex and reproduction in Science lessons. The RSE in PSHE Education will echo this and will concentrate on teaching young people how to enjoy healthy relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that RSE won't be seen as contentious.
- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE Education. Often, when parents and carers find out what is in the PSHE Education curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning.

What about health education in KS3?

Students are taught about physical health and mental well-being to give them the information that they need to make appropriate decisions about their own health and well-being. It needs to enable them to recognise what is normal and what is a problem in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

A vital part of health education in KS3 is teaching on puberty and this includes menstruation (which follows on from what is taught in primary school). Health education should ensure all students are prepared for changes they and their peers will experience.

In Jigsaw PSHE, students will have the opportunity to learn in Health Education...

- About mental well-being, emotions, concerns and when/where to seek help
- About the internet, how to stay safe and what harms exist, including gambling, bullying and advertising
- About physical health and fitness, how to stay well and manage stress, as well as other potential health concerns
- About healthy eating, and what constitutes a balanced and appropriate diet
- About drugs, tobacco and alcohol, the law, the physical risks and dependency
- About protecting health and preventing illness, and the importance of sleep in this
- About basic first aid
- About how bodies change over time, particularly in adolescence

Where can parents/carers get more information?

Parents and carers can speak to their child's head teacher, read the school's RSHE (PSHE) Policy, and find out more information about Jigsaw PSHE through www.jigsawpshe.com. The DfE guidance on Relationships and Sex Education and Health Education is available from

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education