
Relationships and Sex Education (RSE) Operational Guidance

	Position/Committee	Date
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To be reviewed by	Jamie Gutch	By July 2024

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1. Background Information

- 1.1** At Ilkley Grammar school, Relationships and Sex Education (RSE) forms an integral part of the wider Personal Development of all students. It is a vital part of their education, supporting physical, emotional, social, moral, spiritual and cultural development as well as the development of British Values. RSE helps students to respect themselves and others and move with confidence from childhood through adolescence into adulthood. High quality RSE is essential if young people are to make responsible and well-informed decisions about their lives. It helps to create a safe school community in which students can grow, learn, and develop lifelong positive, healthy behaviour.

RSE education is specific to the Ilkley Grammar School context and whilst including topics laid out in statutory guidelines, it will also be informed by, and tailored to the emerging needs of the school's student body as well as ever changing local, national and global affairs. All RSE education is linked to the school Personal Best Values, British values and to the wider Personal Development programme.

The Department for Education review of PSHE education states "The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success."

- 1.2** This operational guidance currently sits underneath the Moorlands Learning Trust RSE Policy which will be reviewed during 2023-24. This guidance is in alignment with the trust policy but is specific to current practice at Ilkley Grammar School for the academic year 2023-24.
- 1.3** This guidance links to the PSHE curriculum content and to Science curriculum content, which is laid out in section 4. There is no option to withdraw from Sex Education that forms part of the Science Curriculum.
- 1.4** This guidance has been agreed in consultation with the Trust CEO, Senior Leadership Team, Staff team, Parents/Carers and students.
- 1.5** Section 149 of the Equality Act 2010 sets out that any public authority must in the exercise of its functions have due regard to the need to:
- a) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act.
 - b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
 - c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

RSE will be an entitlement for all students. Each child has a right to access Relationships and Sex Education in a way that is safe and appropriate regardless of their protected characteristics under the Equality Act 2010.

We understand that everyone will have a different background and needs, therefore, there needs to be awareness and empathy from teachers to ensure we are delivering a trauma-informed curriculum for all. Teachers will liaise with relevant pastoral teams and parents to ensure that foreshadowing of content occurs for all but also on a 1:1 basis where appropriate, with bespoke wrap-around support on offer for students if needed.

1.6 As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- RSE plays a vital part in meeting the schools' Safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- The Relationships Education, Relationships and Sex Education and Health Education Regulations (2019), made Relationships and Sex Education for Secondary schools, compulsory.

1.7 In creating this guidance which supports effective delivery of Relationship and Sex Education, reference has been made to the following documents:

- The statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf
- Ofsted Report "Not Yet Good Enough: PSHE education in Schools" published in May 2013 (Reference Ofsted 130065). [Review of Sexual Abuse in Schools and Colleges](#).
- Other sources such as school safeguarding records, student feedback, teacher feedback, local/ national/ global data trends and parental concerns have also been considered.

2. Definition of Relationships and Sex Education (RSE)

"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."

(Secretary of State: DfE RSE Guidance 2020)

2.1 The aims of the RSE education at Ilkley Grammar School are to:

- Provide neutral, unbiased and balanced factual information, rooted in the Rule of Law and research.

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To promote equality and diversity and challenge prejudice and discrimination.
- Help students understand the consequences of their actions and behave responsibly within their relationships.

In addition, the programme will:

- Be set within the wider school context and support family commitment, love, respect, affection, knowledge and openness. The programme will recognise that family is a broad concept and that there are strong and mutually supportive relationships outside marriage.
- Promote a better understanding of diversity and inclusion, a reduction in sex and gender-based and homophobic/biphobic/transphobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Encourage students and teachers to respect each other's views with cultural awareness and sensitivity.
- Recognise that Parents/Carers are the key people in teaching their child about relationships, sex and growing up.
- Work in partnership with Parents/Carers and students.
- Recognise that the wider community has much to offer and partnerships with other health professionals are actively encouraged.

The aim of RSE is NOT to:

- Encourage students to become sexually active at a young age.
- Sexualise students.
- Promote a particular gender identity, sex, gender expression, sexual orientation or sexuality.

2.2 The School defines Sex Education as “the Biology and mechanics of sexual intercourse”.

2.3 At Secondary level, RSE aims to build on powerful knowledge of positive relationships introduced at Primary School and continue to develop how healthy, nurturing relationships of all kinds (not just intimate relationships) can be built and maintained. It will help students to understand boundaries of acceptable and unacceptable behaviours in relationships, as informed by the law and how to recognise and manage conflict. RSE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships. Effective RSE does not encourage sexual experimentation but covers age-appropriate development of intimate relationships, resisting (and not applying pressure) to have sex and safe sex (contraception and consent). Areas of study include families, respectful relationships (including friendships), online and media presence, being safe, intimate and sexual relationships (including sexual health) and The Law. The RSE programme will help students to keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.

3. Roles and Responsibilities

3.1 The CEO / Governing board

The CEO / Governing board will approve the RSE policy at Trust level and hold the headteacher to account for its implementation. This operational guidance will be approved by IGS.

3.2 The Headteacher and Senior Leadership Team

The Headteacher and wider senior leadership team are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 7).

3.3 Staff

Staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual students, responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE and upholding safeguarding duties as per the whole school policy.

Staff teaching Relationships Education and RSE will remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals. Staff will establish, follow and uphold classroom ground rules as well as create safe learning spaces for all students (see section 6).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

3.4 Students

Students are expected to engage fully in the RSE and, when discussing issues related to the subject, treat others with respect and sensitivity. Once established, students are expected to respect and embody the classroom ground rules to support in the creation of safe learning spaces (see section 6).

3.5 Parents/Carers

Parents/Carers are the key people in teaching their children about sex and relationships; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped the school's RSE programme will complement and support the role of Parents/Carers. This RSE policy will be available via the school website and Parents/Carers will be advised in writing when lessons are to be delivered.

4. Subject Content and Delivery

4.1 Relationships and Sex Education is part of a planned, cohesive, and sequenced programme

of Personal, Social, Health and Economic (PSHE) study. This will be complemented by other curriculum areas such as Citizenship, Religious Studies, Science, PE and Computing as well as wider Personal Development initiatives. We may also use supplementary 'drop down days' whereby students have extended time to explore key ideas outlined in the core curriculum. Where appropriate, the school will also work with external specialist organisations, networks, consultants and healthcare professionals to ensure the curriculum reflects current best practice.

4.2 All delivered materials and lesson resources will be internally planned and reviewed. If external source materials are used, they will be taken from government approved mainstream sources such as the PSHE association website. Final responsibility for materials delivered will be taken by the Head of Department. Where external visitors and experts are used, their content will be proof-read and approved to ensure its key messaging and content is coherent with the whole school curriculum. All materials will be available to parents through Showbie.

4.3 Subject content: the table below contains a link to the curriculum documentation for the PSHE programme. The core content is delivered in 3 core themes: relationships, health and wellbeing and living in the wider world.

Subject	Link to Curriculum Documentation	Lead Practitioner
PSHE	KS3 and KS4: https://www.ilkleygrammarschool.com/students/curriculum/pshe1/ Post- 16: https://www.ilkleygrammarschool.com/post-16-students/curriculum-overviews/	Mrs E Griffiths
Science	KS3 → Summer Term, reproduction and growth https://www.ilkleygrammarschool.com/students/curriculum/science/science-key-stage-3/	Dr A Marshall

5. Monitoring and Evaluation

5.1 The curriculum will be monitored in line with the school's whole school curriculum QA policies, as well as informal drop-ins by relevant leaders and members of the Senior Leadership Team.

5.2 It is the responsibility of all staff who deliver RSE to ensure that the work described is taught at the stated times and in line with the powerful knowledge detailed in the schemes of work and resources created by the Head of Department. Staff will achieve this through a variety of QA activities such as formative assessment, learning walks, co-observation, work scrutinies and student voice. Lead staff members will keep close links with the pastoral, inclusive learning and safeguarding teams to ensure that any relevant topics can be addressed through preventative curriculum work.

5.3 It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. Students' knowledge and understanding will be monitored and supported in a responsive way throughout the course of study. However, given the discursive nature of the subject matter, this will not necessarily be by means of a written assessment nor will it be given a summative grade.

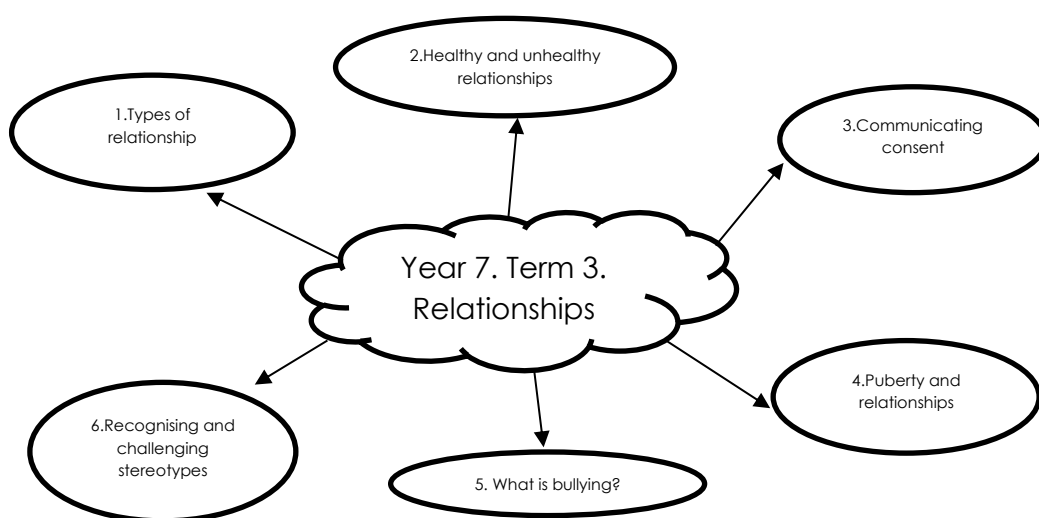
5.4 Powerful knowledge assessment – knowledge testing

- Microsoft forms MC quizzes will be used at the start of every lesson for recall of powerful knowledge from across the curriculum.
- Scores are recorded on a centralised spreadsheet so students who need additional input can be clearly identified and appropriately supported.

5.5 Student reflection on learning – iterative assessment

- 2 homeworks per term to complete in the home setting (with parents/carers if desired).
- Homework 1 = 15 minutes and homework 2 = 30-minute revisit homework
- Complete the structured mind map (free recall) to display knowledge around each core subject in the topic.
- Students will then self-assess their progress in the last lesson using structured 'I can statements'.

Example for Year 7 relationships:



I can...	Working towards	Working at	Working beyond
...identify different types of relationship			
...identify how to build and manage a relationship			
...describe how to develop positive healthy relationships			
...distinguish between healthy/positive and unhealthy/negative relationships			

6. Creating a Safe Learning Environment and Handling Complex Issues

“Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE teaching, as every topic in PSHE education has the potential to be sensitive for pupils. PSHE teachers should therefore approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed, or find it sensitive for another reason and should plan their language use, resources and activities accordingly. Furthermore, there are also immediate controversial issues rising from the news which may capture pupils’ attention or cause them concern.

Although we do not advocate knee jerk reactions, in certain circumstances children and young people will naturally want to discuss high profile events and will look to adults in school to support them, to provide reassurance and to talk through these issues. It is vital that in each case, pupils are able to have such discussions and engage in learning activities in a safe climate of trust, cooperation and support. PSHE education therefore has a key role to play in developing their knowledge, skills and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, worldview and interpretation of messages from the media.”

(PSHE Association)

- 6.1** The classroom teacher is directly responsible to the Headteacher in all areas of the curriculum. This includes areas that deal with sensitive issues. Teachers should understand the difference between stating facts and stating opinions and ensure as per the teaching standards their own personal anecdotes, experiences and sociopolitical views are not transferred to students. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them first with the Head of Department.
- 6.2** A safe learning environment helps students to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that students are not put on the spot, upset or traumatised. It is good practice for teachers to:
- Work with students to establish ground rules about how they will behave towards each other in discussion.
 - Provide opportunities for students to discuss issues in small groups as well as sharing views with the whole class.
 - Make boxes available in which students can place anonymous questions or concerns.
 - Provide access to balanced information and differing views to help students clarify their own

opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form).

- Be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law.
- Be sensitive to the needs and experiences of individuals, as some students may have direct experience of some of the issues.
- Always work within the school's policies on safeguarding and confidentiality (and ensure that students understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons).
- Link PSHE education into the whole-school approach to supporting student wellbeing.
- Make students aware of reliable sources of support both inside and outside the school.

[from the PSHE association 2023.](#)

6.2 A set of **Ground Rules** will help teachers create a safe environment in which unintended disclosures are minimised and intentional or unintentional inappropriate or harmful comments from students are minimised. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group. To be effective ground rules should be established and upheld by both the teacher and students in each class.

Examples of ground rules can be found [here](#) on page 2 of guidance from the PSHE association.

6.3 Distancing techniques should be used in planning materials used in Relationships and RSE programmes to help de-personalise discussions. Examples of distancing techniques can be found [here](#) on page 3 of guidance from the PSHE association.

6.4 Handling tricky questions.

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. If a question is too personal, the teacher should refer to the ground rules. If the student needs further support, the teacher can refer them to the appropriate person, such as the Head of Year or Head of PSHE.

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the answer is researched later. If a question is too explicit, seems inappropriate for the age of the student, or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it on an individual basis. Examples of responses to tricky questions can be found [here](#) on page 3 of guidance from the PSHE association.

6.5 If a teacher is concerned that a student is at risk, they should follow the school's safeguarding policy referring the matter as a cause for concern to a Designated Named Person. If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The procedure set out in the school's safeguarding policy for when a child reveals abuse should be used in these circumstances. The information that has been disclosed should be reported to a designated Named Person.

6.6 Every lesson should include information about different sources of support both within and outside

of school. Students should develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.

6.7 Staff have a duty to report disclosures of FGM directly to the police.

6.8 Children with special educational needs and disabilities (SEND) follow the same Relationships or RSE programme as all other students unless it is inappropriate for them to do so. On a case-by-case basis, individualised and differentiated curricula may be produced to ensure that the curriculum is accessible and age and stage appropriate.

Collaboration between teaching staff, staff in the inclusive learning team or staff who work closely with particular SEND students and wider support systems as appropriate (e.g., parents or carers and specialist agencies) will support in case-by-case adaptations. When delivering Relationships Education or RSE to SEND students, we will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
- The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability. This may result in additional wrap-around support on certain topics.
- The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

7. Right to Withdraw

7.1 Parents/Carers right to withdraw is only relevant in Secondary Education settings specifically for Sex Education. Parents/Carers do not have the right to withdraw their child from any element of Relationships Education or Health Education in either Primary or Secondary Education settings. However, if you do wish to discuss any curriculum content further, please arrange an appointment with the school.

7.2 Under section 405 of the Education Act 1996, Parents/Carers may opt to excuse their child from Sex Education within RSE lessons which are not part of the Science National Curriculum (these lessons will be explicitly highlighted to parents). Since September 2020 parents can withdraw their child up to three terms before their child is 16 when the child can then choose to opt into sex education lessons.

7.3 The school defines sex education as “the Biology and mechanics of sexual intercourse”

7.4 Parents/Carers will be notified in writing of the programme and the content for RSE and they will be reminded of their right to excuse their children. Parents/Carers will also be provided with information on how to access support to enable them to talk to their children about RSE.

7.5 Any parent wishing to withdraw their child, is requested to do this in writing to the Head of Department and encouraged to make an appointment with the Head of Department and a member

of the Senior Leadership Team to discuss the matter, who will explore their concerns. If a student is withdrawn, they will be provided with alternative work for the duration of the lesson(s).

- 7.6** The right to withdraw your child from Sex Education delivered as part of RSE will be granted up to three terms before your child turns 16. At this point, if the child themselves wishes to receive Sex Education rather than be withdrawn, the school will plan for this to happen in one of the three terms before the child turns 16.

8. Review of this guidance

- 8.1** This guidance is next due for review by July 2024.

- 8.2** The guidance will be reviewed sooner, if and where changing student needs and national guidelines deem this relevant.

Appendices

Appendix A: FAQs from the Department of Education

The Department for Education is introducing compulsory [Relationships Education for primary pupils and Relationships and Sex Education \(RSE\)](#) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Throughout our engagement process as we developed this curriculum, we have heard a number of wide-ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child's school have to engage with me before teaching these subjects?

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents' views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they engage parents, they provide examples of the resources they plan to use, for example the books they will use in lessons. For more information download our advice for primary schools on [engaging parents on Relationships Education](#).

Q: Will my child be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and

emotional maturity of their pupils. In those instances, we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

Q: Will my child be taught about LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs

of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Q: What support will schools receive to deliver these subjects well?

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

Q: Where can I find out more information about what will be taught in my child's school?

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published [parent guides](#), which explain what the subjects are, and parents' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Appendix B: Link to the: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance documentation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

This includes all the core topics that students should cover as a part of their Relationships Education or RSE Education both in Primary and Secondary Education.