



Relationship and Sex Education Policy

Sponsorship & Review

1 Sponsor

Michelle King

Headteacher

2 Reviewed & Approved

November 2020

3 Next Review Date

November 2022

Introduction

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skills in developing positive and healthy relationships.

Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.

RSE in our school is part of the personal, social and health education curriculum (PSHE) which is taught in Individual Development lessons (ID). It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

Definition

Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

In planning and presenting our RSE programme, we provide an opportunity for students to express themselves within a trusted and safe environment. Central to our ID programme is the development of students' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and, therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

This policy has been reviewed and updated in consultation with parents, students, teaching and support staff, our pastoral team and with advice from Shropshire Public Health Curriculum Advisor.

It has been approved by Trustees and is available on the school website, and is referenced in the school prospectus. It will be reviewed every two years.

Whole School Approach

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life.

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

We believe that students should have access to the learning they need to stay safe, healthy and understand their rights as individuals. We provided clear, impartial scientific information on matters such as the changes of puberty, contraception, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage, female genital mutilation (FGM), consent and use of social media etc.

The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with students and as appropriate, parents/carers will be involved in accordance with our behaviour management policy.

We recognise that questions, issues and situations related to relationships, identity, risk, values and morals arise all the time as part of every day school life and in a variety of lessons.

Students are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family members and the school pastoral team. The pastoral team can help identify and access external services to support students.

Students' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the pupil.

This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities etc.

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Safeguarding procedures as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin, will be taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND students may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and students will be involved and consulted.

Organisation

The main delivery of RSE is through PSHE, but some aspects will, in addition, be addressed through other subject areas such as science, PE and R.E. and health education as part of PSHE.

We use the Shropshire Respect Yourself: RSE programme. This is an award-winning programme with the quality kite mark from the PSHE Association. It is based upon national good practice criteria and Shropshire young people's priorities (Appendix 4.) It is a spiral curriculum starting at year 1 to year 11. There is a specific set of lessons and resources for each year group (Appendix 2.) The majority of Shropshire schools, including our feeder primary schools use the programme. The RSE Transition programme for year 6 and 7 ensures cross phase co-ordination.

RSE is delivered as one hour lesson across 5/6 weeks on a tutor group basis as a block module. These are timetable lessons delivered on a weekly rolling programme by form tutors who know the students. Teaching assistants, the Head of ID and members of the pastoral team support delivery and provide additional support for students as required. From time to time, the programme is enhanced and supported by outside speakers and agencies.

Our head of ID meets with the team on a regular basis to support team learning. We recognise that staff require support and training and an opportunity to become familiar and confident with the programme. We are, therefore, ensuring staff training is completed before the delivery of RSE lessons.

Guidance is provided on responding to students' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

Monitoring and Assessment

The Shropshire programme includes baseline assessment and a tracking tool. This enables students' knowledge, confidence and ability to access help and support to be identified and measured before and after the programme is delivered. The data can be used to track individual pupil progress and be analysed by gender and cohort. (Appendix 2.)

In addition, liaison with the pastoral team provides information to inform the programme in a flexible and responsive way.

Content

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing students change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable and authoritative experts, such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

The Shropshire Respect Yourself RSE programme is carefully sequenced to be age appropriate and enable students to understand and respect themselves and their bodies as part of healthy lifestyle. There are age appropriate lessons and resources for each year group and key stage (Appendix 2.) The RSE element of the curriculum is taught within the context of health and wellbeing and our emotional and mental health curriculum. The RSE programme has three components:

- Knowledge and information
- Skills and self esteem
- Attitudes and values clarification

The materials for each year include student consultation, baseline assessment and review and reflect exercises to enable the programme to respond flexibly to our

students' priorities, needs and concerns. These mechanisms enable student voice to inform and influence the programme on an ongoing basis.

In key stage 3, students learn how good relationships can promote mental wellbeing, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, online behaviour and how to develop skills of assertiveness and decision-making in the context of peer influence and stereotyping. They consider the key factors of healthy relationships as well as abusive, coercive and exploitative behaviour.

In key stage 4, students learn to recognise the influences and pressures around sexual behaviour and relationships. They learn the law and facts related to sexually transmitted infections, contraception, consent and alcohol and drug use. They consider pregnancy choices, and the rights and responsibilities involved in parenting.

Aims

To ensure that RSE in our school is part of the personal, social and health education curriculum delivered in Individual Development lessons, integrated within the wider school curriculum, and complementing the general ethos and life of the school.

To provide a planned, age appropriate scheme of work in accordance with the DfE requirements from 2020.

In planning and presenting our RSE programme, we provide the opportunity for students to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure students of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to encourage exploration of values and moral issues considering physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the Key Stage 4 learning outcomes as specified by the DfE under the headings; families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships including sexual health (Appendix 1) and have identified where we believe the outcome to fit – Relationships, Health or Sex education following consultation in Spring 2020 with Parents, Students and Teaching Staff.

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all students receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Young people are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that students can understand and interpret the information they receive.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions. (Appendix 3 sample letter.)

Parents are encouraged to discuss and ask questions. The scheme of work, DVD and accompanying resources are available to parents/cares and additional resources are available for students from the library and pastoral care team.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding adolescent body. Parental withdrawal applies up to three terms before a student is sixteen; at this point the student can decide for themselves.

If a parent wishes to discuss withdrawal, they should discuss this with the Head of ID /Headteacher. We would encourage parents to discuss any concerns at the earliest opportunity. The Head of ID will discuss the implications and likely consequences of withdrawal for the pupil.

The Head will help parents identify and discuss the impact and implications of withdrawal for their child, including the benefits of receiving this important education, and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in; this will be documented, and they may be asked to put their request in writing. Resources and information regarding further support and help will be made available.

Role of Headteacher

It is the responsibility of the Head to ensure that:

- Policy and practice are developed in accordance with good practice guidelines and statutory requirements
- The policy is reviewed and monitored and approved by Trustees
- Staff and parents are informed about policy
- Staff receive appropriate training and support

Complaint Procedure

Any parents with concerns about this policy should discuss this directly with the Headteacher. In the unlikely event that the concern cannot be dealt with, the Trustees can be contacted using the complaints procedure.

Monitoring and Review

The Governing Board monitors our relationship and sex education policy on a regular basis. The Board gives serious consideration to any comments from parents about the relationship and sex education programme and makes a record of all such comments.

Trustees require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

This policy has been reviewed and updated with parents, students and staff and approved by the school Trustees. It will be reviewed every two years.

Appendix 1 DfE Learning outcomes KS4

Appendix 2 Overview of Shropshire RSE Y6-11 SOW

Appendix 3 Sample letter to parents

Appendix 4 Shropshire RSE and PSHE Charter

DfE KS 4 Learning Outcomes

RSE and relevant Health Education

Key Stage 4 - By the end of secondary school:

Families (Relationships Education)	<p>Students should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships • how these relationships might contribute to human happiness and their importance for bringing up children (Relationships) • what marriage is, including their legal status e.g. that marriage carries legal rights and protection not available to couples who are cohabiting or who have married in an unregistered religious ceremony (Relationships) • why marriage is an important relationship choice for many couples and why it must be freely entered (Relationships) • the characteristics and legal status of other types of long-term relationships (Relationships) • the roles and responsibilities of parents with respect to raising of children, including characteristics of successful parenting (Relationships) • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is safe (and to recognise this in others' relationships) and how to seek help or advice, including reporting concerns about others, if needed (Relationships)
Respectful relationships, including friendships (Relationships Education)	<p>Students should know:</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. (Relationships) • practical steps they can take in a range of different contexts to improve or support respectful relationships. (Relationships) • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). (Relationships) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. (Relationships) • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report

	<p>bullying and how and where to get help. (Relationships)</p> <ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. (Relationships) • what constitutes sexual harassment and sexual violence and why these are always unacceptable. (Relationships) • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. (Relationships)
--	---

<p>Online and media (Relationships/ Health Education)</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. (Relationships) • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. (Relationships) • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. (Relationships) • what to do and where to get support to report material or manage issues online. (Health) • the impact of viewing harmful content. (Health) • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.(Relationships) • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (Relationships) • how information and data is generated, collected, shared and used online. (Relationships)
---	--

<p>Being safe (Health/ Relationships Education)</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. (Relationships) • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). (Relationships)
---	---

<p>Intimate and sexual relationships including sexual health</p> <p>(Relationships/ Health/ Sex Education)</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. (Relationships) • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. (Health) • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. (Health) • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. (Relationships) • that they have a choice to delay sex or to enjoy intimacy without sex. (Sex) • the facts about the full range of contraceptive choices, efficacy and options available. (Sex) • the facts around pregnancy including miscarriage. (Health) • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). (Health) • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. (Sex) • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. (Health) • how the use of alcohol and drugs can lead to risky sexual behaviour. (Health) • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. (Health)
--	---

DfE Learning Outcomes Health Education – Changing adolescent body

<p>Changing adolescent body</p> <p>(Health Education)</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent and menstrual wellbeing (Health) • The main changes which take place in males and females and the implications for emotional and physical health (Health)
---	---

Shropshire Respect Yourself RSE

Year 6-11 Scheme of work and baseline assessment year 6-11



Module Outcome: Pupils develop capacity to explore & evaluate their confidence, beliefs and ability to put knowledge and information into practice in their personal relationships

Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Pupils develop understanding and confidence about their body how it works and changes during puberty	Pupils explore changing relationships, peer pressure and media stereotypes	Recap foundation knowledge on puberty and pregnancy. Introduction to risk taking, alcohol and sexual behaviour, sex and the law, myths and misinformation	Focus is on clarification of pupils' attitudes and awareness, the development of self-esteem and delay techniques. Knowledge and skills on contraception and STIs is introduced	Skill development, assertiveness, decision making and self-esteem combined with knowledge on rights and responsibilities in sexual and non sexual relationships	Exploration of attitudes, values and peer pressure. Informed consent and rights and responsibilities in sexual and non sexual relationships
Valuing Ourselves	Changes Now	Talking about Sex and Relationships	Pressures – Changing Relationships	Problems and Dilemmas	What is Sexual Health?
Changes	Relationships	Puberty & Reproduction Or Conception, Pregnancy	Boundaries - R U Ready	Lines to Take	Sexually Transmitted Infections
Puberty	Adolescence	Perfect Partner	Respect Yourself Talking it Over	R U Ready	Parenthood
Conception & Birth	What's love got to do with it?	Risk Taking: Alcohol	Keeping Safe: a) Contraception b) Condoms	Protecting Yourself and Others	Sexual Diversity
Review and Reflect	Risk and Images Review and Reflect	Risk Taking: Sexual Behaviour	Keeping Safe: Sexually Transmitted Infections	Condoms	Review and Reflect
		Review and Reflect	Review and Reflect	Parenting Review and Reflect	

Year 6-11 Module Outcome and Baseline assessment



Module Outcome: Pupils develop capacity to explore & evaluate their confidence, beliefs and ability to put knowledge and information into practice in their personal relationships.

Year	Knowledge	Help & Support	Confidence	Outcome
6	Ability to identify two or more changes in puberty	Identification of sources of help and support	Confidence about going through puberty	Pupils identify changes in puberty, sources of support and self assess confidence
7	Ability to identify two or more changes in puberty, changes for males and females, and emotional and physical	Identification of sources of help and support outside family and friends	Confidence about yourself	Pupils identify changes for males and females in puberty, external sources of support and self assess their confidence
8	Identify risky behaviour	Identification of sources of support and information on relationship issues	Ability to ask for help and advice	Pupils identify risky behaviour and sources of support and self assess their ability to access help and support
9	Identify types of contraception and STIs	Confidence in talking about relationship and sexual issues	Confidence about coping with risky personal relationship situations	Pupils identify contraception methods and STIs and assess their confidence in talking and coping with risky situations
10	Identify two or more methods of contraception suitable for young people	Confidence about accessing help, support, and advice	Confidence about what is right and wrong in a relationship	Pupils select contraception methods, assess their confidence in accessing services and knowing their values
11	Identify factors that make a relationship healthy and safe	Identification of sources of support on relationships and sex issues	Confidence in ensuring a healthy and safe sexual relationship	Pupils identify and assess their ability to have healthy and safe relationships, and access support

Sample letter to parents

Send prior to delivery - half term before and /or insert into prospectus

Dear Parents and Carers

Relationship and Sex Education (RSE)

From 2020, all secondary schools in England will be required to teach Relationship and Sex Education (RSE) and Health Education. This is in addition to the statutory national science curriculum.

As you may be aware, as part of personal, social and health education (PSHE), we use the Shropshire Respect Yourself RSE scheme of work. This is quality assured by the PSHE Association and has won national awards. Many of our feeder primary schools also use the scheme. This provides age appropriate progression and consistency of approach.

We are clear that parents are the prime educators for children on these matters and we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding. The lessons are delivered in a way which is consistent with the ethos and culture of the school, our commitment to anti bullying, inclusive practice and whole school approach.

We offer a planned and appropriate scheme of work, devised to meet the Key Stage 4 learning outcomes as specified by the DfE under the headings; families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships including sexual health. Classroom teachers deliver the programme, with support from outside agencies as appropriate and in close liaison with our pastoral team.

There is an opportunity for students to work in small groups and exercises are adapted for differing levels of cognitive ability and developmental level. We encourage students to ask questions and we respond to their issues, concerns and queries in a straightforward manner, using age appropriate language and factually correct information.

We are delivering the lessons this half term and wish to invite you to an informal meeting to discuss the programme, see the resources and the policy and ask any questions you may have.

Parents have the right to withdraw their children from the sex education element of the curriculum, but not the relationship, science or health education curriculum up until three terms before a pupil is sixteen. The DfE have produced a leaflet for parents "understanding relationship and health education in your child's school: secondary available from" www.gov.uk .

Our RSE policy is available on the school website and referenced in the school prospectus. It will be reviewed every two years.

If you have any concerns about the programme for your child, we are available to discuss these and the implications of withdrawal with you. We can also highlight resources and books so that you can discuss these important issues with your child.

Date

Time

Shropshire Charter for RSE and Good Practice PSHE



Shropshire Young Peoples' Good Practice Guidance for Personal, Social and Health Education (PSHE)

We want our schools and teachers to:

- Teach real life skills and strategies to help us keep ourselves and our friends happy, healthy and safe.
- Deliver interesting, engaging and interactive lessons without using fear and scare tactics.
- Identify a senior person, leading on PSHE.
- Help us learn and cope with relationships, sex and sexuality, pressure, stress and how to manage money.
- Tell our parents what is being taught in schools and how to get further information.
- Discuss attitudes, prejudice, discrimination, values, feelings and emotions.
- Take PSHE seriously.
- Have a whole school approach, involve parents and governors, with up to date policies.
- Consult and involve us.
- Ensure timetabled lessons, taught by skilled and confident teachers.

We believe:

- PSHE is an important and vital part of our education. It helps keep us safe.
- This work should be delivered for all children and young people in all schools, primary and secondary. It will save society money, family crisis and individual distress, hardship and in some cases lives.
- PSHE is an entitlement, not an optional extra.
- Teachers should receive training, support and recognition for their PSHE role.

This charter was developed by 268 young people participating in the Shropshire PSHE Review, and Shropshire Members Youth Parliament, the Shropshire Young People Health Champions and sixth form Mental Health focus group. It extends and builds on from previous consultation and the Shropshire young people charter for good Relationship and Sex Education.



Shropshire Young People's Charter for Good Relationship and Sex Education

We have the right to:

- Good RSE whatever our sexuality.
- Be treated with respect and dignity.
- Make our own decisions.
- Just say no.
- Be told the truth.
- Be taught about different sexualities.

What we want to achieve these rights:

- A broad and balanced curriculum.
- Teach us in a language we can understand.
- Professionals who are trained and can teach effectively.
- RSE should take place in a comfortable and safe environment.
- Tell us about relationships as well as sex.
- Young people should be asked what they want to learn in RSE.
- RSE should be relevant to all cultures and beliefs.
- Teach us in both mixed and single sex groups, keeping numbers small.
- Make information available to all of us.
- RSE should start in primary school.
- Tell our parents what is being taught in schools and how to get further information.
- Resources should be up to date and lessons should be fun.
- Different teaching styles should be used.

This Charter was written by young people from Shropshire Members of the Youth Parliament, Shropshire Speak Out Group, Shropshire Care Council Crew and Shropshire Xtra Safe Project.