

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

RELATIONSHIPS AND SEX EDUCATION POLICY

This policy will be reviewed every 3 years

DATE OF POLICY: SEPTEMBER 2019

DATE OF REVIEW: SEPTEMBER 2022

Member of staff responsible for Policy:

Principal, Vice Principal Students & the Principal Teacher of PSHE & Tutoring.

Signed.....Principal

Signed.....Chair of Governors

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Policy Context & Rationale

This policy covers our schools approach to RSE. This policy is applicable to all pupils, staff and carers, parents and stakeholders of Homewood School. This school policy will be made available to parents and carers on the Homewood school website and hard copies will be available from the college office on request.

The School fully accepts its obligations to teach effective SRE with regard to the Government's SRE guidance (July 2000), the Education Act 1996 (sections 403 and 405) and House of Commons briefing paper SRE in Schools number 06103, 16 July 2015. The School's SRE policy will be reviewed every 12 months.

This policy should be read in conjunction with the following documents:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- E-Safety Policy
- Health & Safety Policy
- Equal Opportunities Policy

1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Principal Teacher of Tutoring, PSHE and Citizenship has conducted a review using information including relevant national and local guidance
2. A meeting with DSL and link governor to review the draft policy in October 2019, allowing the opportunity to look at the policy and make recommendations
3. Staff consultation – The policy will be sent to all staff to review in October 2019, All school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. A copy will be published on schools' website.
5. Pupil consultation – we investigated what exactly pupils want from their RSE using Google Classroom

4. Definition

Relationships and Sex Education (RSE) covers the emotional, social and cultural development of pupils, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles and diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Definition of Relationship and Sex Education (RSE):

RSE is: 'Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of 'sex, sexuality and sexual health'

(Sex and Relationship Education Guidance, DfE 0116/2000).

5. Curriculum

Our RSE Program is an integral part of our whole school PSHE education Provision. The PSHE is a spiral designed program that is designed to regularly touch and gradually revisit and reintroduce topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives

Our curriculum is set out as per Appendix 1 but it is important to understand that the content may change as society changes.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum; the details are set below

Year	Topic
7	Conception / Basic Reproduction / Naming of bodily parts
8	Function and location of bodily parts / Staying alive
KS4	Genetics / Ethics of genetics/IVF/genetic screening / HIV/AIDS

NB: Some students also take a Childcare course in Years 9/10/11 that covers many of the above elements but looks in particular at the development of the child from conception through to early years.

Sex and relationships is taught in mixed groups. There are some sessions where students are taught in smaller and or single sex groups. All sessions are led by a trained member of staff.

High quality Relationships & Sex Education (RSE) is every child's right, no matter what their level of need or ability. LSAs will be deployed to support SEND students and to work alongside teaching staff to ensure the content will be made accessible to all pupils, including those with SEN.

Resources and materials will be adapted.

Some students identified as vulnerable or with a specific concern or need will receive specialist lessons where deemed appropriate. Consent from parents will be asked for.

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

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

- › Intimate and sexual relationships, including sexual health
- › Growing and changing, including puberty
- › Personal hygiene
- › Changing feelings
- › Becoming more independent
- › Consent
- › Developing self-esteem and confidence

For more information about our RSE curriculum, see Appendices 1 and 2.

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

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principle

The Principal will hold the Principal Teacher of Tutoring PSHE and Citizenship to account for its implementation. The Principal Teacher of Tutoring PSHE and Citizenship is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

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

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 Principal Teacher of Tutoring, PSHE & Citizenship, Mrs C Piper in advance.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This guidance has been shared with staff and ground rules in place.

8. Parents' right to withdraw

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Parents have the right to withdraw their children from the non-statutory / non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Any parent considering this course of action to carefully consider the course content before committing their request to the College Office in writing. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principle Teacher of Tutoring, PSHE & Citizenship.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principle Teacher of Tutoring, PSHE & Citizenship will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar prior to teaching RSE.

The Principal Teacher of Tutoring, PSHE & Citizenship will also invite Specialist teachers, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Staff may be directed to further online CPD or more intensive courses. All visitors will undertake Safeguarding checks.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs C Piper, The Principal Teacher of Tutoring, PSHE & Citizenship through:

- Student evaluation sheets (Appendix 4) will be distributed via Google classroom or Survey monkey to see how RSE can be developed. Staff will be surveyed.
- Learning walks and drop in will be conducted as ongoing evaluation for PSHE learning.
- Lessons will be written with a baseline task and an end assessment to check students understanding.
- Folder scrutinises
- Online end of term assessments
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs C Piper, The Principal Teacher of Tutoring, PSHE & Citizenship, annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Our RSE Programme is an integral part of our whole school PSHE education Provision. The PSHE is a spiral designed program that is designed to regularly touch, which gradually revisits and reintroduces topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives. Please note although this is our published program it is reviewed regularly. Both the content and the timing are considered to ensure it meets our students' needs.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Summer 1	Healthy relationships <ul style="list-style-type: none">• To learn how to recognise stereotypes in the way relationships are portrayed in the media;• To learn about how this can affect people's attitudes and behaviours towards relationships.	
Year 7	Summer 1	Friendships & Relationships <ul style="list-style-type: none">• To understand the importance of friendship as a basis for romantic relationships.	
Year 7	Summer 1	Exploring family life <ul style="list-style-type: none">• To learn about the value of friendship as a basis for romantic/sexual relationships;• To assess the media impact on expectations of early romantic relationships.	
Year 7	Summer 1	Puberty <ul style="list-style-type: none">• To understand the physical and emotional changes young people experience and the importance of personal hygiene	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Summer 1	<p>Unwanted contact/ FGM</p> <ul style="list-style-type: none"> • To learn that they have the right to protect their bodies from unwanted contact. • To recognise the primacy of human rights over cultural expectations. • To know about sources of support if a person is concerned their rights may be/ have been ignored. 	Lesson plan PowerPoint
Year 7 (single sex)	Winter	<p>Puberty & changing Body</p> <p>A personal, social and health lesson teaching students all about the feminine protection available - how to use it, how often to change it, and how to dispose of it.</p> <p>Hygiene</p> <p>Period poverty or where to get support in school.</p>	Always tampax school program Free starter pack
Year 8	Summer 2	<p>Healthy relationships-To understand the importance of developing healthy, respectful relationships with sexual or romantic partners</p> <ul style="list-style-type: none"> • To discuss the thoughts and feelings young people might have about starting sexual activity; • To learn how to manage the pressures to start sexual activity; • To further explore what it means to be 'ready' for sexual activity. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 2	<p>Intimacy, consent & readiness for sex- To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex</p> <ul style="list-style-type: none"> • To learn about different levels of intimacy in relationships, including the factors involved and their consequences, as well as the associated feelings; • To learn about the pressures on young people to progress towards increasing sexual intimacy, including intercourse in relationships, strategies for dealing with that pressure and the benefits of delaying sex; • To develop the attributes and skills to effectively manage communication in intimate relationships. 	
Year 8	Summer 2	<p>Contraception - to develop knowledge and skills related to the condom and the pill.</p> <ul style="list-style-type: none"> • To learn about contraception, especially the pill and condom; • To learn about the importance of assertiveness when negotiating contraceptive use. 	
Year 8	Summer 2	<p>My body, My Choice inc FGM- To support students to recognise the need to balance being tolerant of others with protecting their own rights and promoting the values they believe are important.</p> <ul style="list-style-type: none"> • To learn to voice opinions and beliefs in a constructive, effective, respectful and meaningful manner; • To practise showing respect for others' viewpoints, on and offline, challenging and critiquing appropriately; • To recognise inappropriate and/or unsafe expectations of others and know how to address these. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 3	<p>Healthy relationships - To evaluate the media's influence on sexual relationships.</p> <ul style="list-style-type: none"> To discuss the portrayal of romantic and sexual relationships in the media; To learn about additional pressures that may occur in relationships due to media influence. 	
Year 9	Summer 3	<p>Yr9 Consent- To understand what constitutes consent and how to recognise when consent is given or not given.</p> <ul style="list-style-type: none"> To learn about the meaning and importance of consent in all sexual encounters; To learn about the legal age of consent and why this exists; To learn how to seek, recognise, give, not give and withdraw consent. 	
Year 9	Summer 3	<p>Yr 9 sexually transmitted infections (STIs).- To develop knowledge of sexually transmitted infections (STIs) and how these can be prevented through condom use.</p> <ul style="list-style-type: none"> To learn about sexually transmitted infections; To learn how to manage the risk of catching STIs and how to access appropriate services; To learn more about condoms and how to use them effectively. 	
Year 9	Summer 3	<p>Sexual health services and Contraception- to develop an awareness of the long term consequences of different sexual health choices and empower students to access appropriate services</p> <ul style="list-style-type: none"> To learn about contraception choices and how to negotiate safer sex; To learn about circumstances that might lead to unprotected sex and the consequences and choices that might result from it; To learn about services that are available to young people who have had unprotected sex, including those who have become pregnant. 	Condom Olympics

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 3	<p>Yr 9 Becoming a parent - To understand the options available following an unplanned pregnancy</p> <ul style="list-style-type: none"> • To learn about adoption and fostering; • To learn about abortion, the range of opinions in response to it and its legal status. 	
Year 10	Summer 4	<p>Healthy relationships- To understand how to manage the end of an intimate relationship.</p> <ul style="list-style-type: none"> • To learn about why relationships breakdown; • To learn how to recognise when relationships are under strain and employ resolution strategies; • To learn about the emotions involved in relationship breakdown and how to manage them. 	
Year 10	Summer 4	<p>Exploitation- To recognise the features of an exploitative relationship and know how and where to seek help in such situations</p> <ul style="list-style-type: none"> • To learn to recognise pressure, coercion and exploitation in romantic or sexual relationships; • To learn about consent; • To learn about support services and how to access them. 	
Year 10	Summer 4	<p>Relationship & Sex myths- To challenge commonly held relationship and sex myths and reinforce positive social norms</p> <ul style="list-style-type: none"> • To learn about commonly held relationship and sex myths and where these originate from; • To learn about social norms in relation to sex, particularly for young people; • To evaluate how sex myths can impose pressure on young people and how to manage this. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer 4	<p>Break ups To understand how to manage the end of an intimate relationship.</p> <ul style="list-style-type: none"> To learn about why relationships breakdown; To learn how to recognise when relationships are under strain and employ resolution strategies; To learn about the emotions involved in relationship breakdown and how to manage them. 	
Year 10	Summer 4	<p>Media's influence on relationships/ Pornography- To evaluate the media's influence on sexual relationships.</p> <ul style="list-style-type: none"> To discuss the portrayal of romantic and sexual relationships in the media; To learn about additional pressures that may occur in relationships due to media influence. 	
Year 11	Spring 5	<p>RSE - respond & recognise unwanted attention both on & off line- to understand how to recognise and respond to unwanted attention both on and off line.</p> <ul style="list-style-type: none"> To learn how to handle unwanted attention, including stalking and harassment, both online and offline. 	
Year 11	Spring 5	<p>Domestic violence- To reinforce that violence in relationships is never acceptable.</p> <ul style="list-style-type: none"> To develop greater understanding of the various forms of domestic abuse, including emotional and physical abuse and how to respond to them; To learn about 'honour based' violence; To learn how to seek help for themselves and others. 	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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 • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<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 • Practical steps they can take in a range of different contexts to improve or support respectful 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	PUPILS SHOULD KNOW
Online & media	<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 • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<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 • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Letter to Parent to be published on schools website regarding the right to withdrawal from sex education within RSE

Dear Parents and Carers,

As a part of your child's education at Homewood School & Sixth Form Centre we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next 5 weeks, starting 4th June 2020, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons in year 7 will include teaching about Healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website: (insert link to curriculum information here) for more detail about our PSHE curriculum. All PSHE teaching takes place will take place in a safe learning environment and is underpinned by our school ethos and values.

We would like to invite you to attend a parent information meeting on (insert time/date) to find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more or discuss any concerns, we would urge you to attend the information meeting and look forward to seeing you there.

Yours sincerely,

Mrs Corrie Piper

Principle teacher of PSHE, Citizenship & Tutoring.

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Example Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the KICC supervised by

Appendix 4: Student questionnaire on RSE program this form will be sent via Google docs or Survey monkey.

We would like to know how you feel about the relationships and sex education elements within your PSHE education. Please help us by filling in this questionnaire

1. Which year are you in? Please tick one box	7	8	9	10	11
	<input type="checkbox"/>				
2. Which gender do you most identify with? Please tick one box			Male	Female	Other
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Views on RSE and PSHE education	strongly agree	agree	disagree	strongly disagree
I enjoy the relationships and sex education elements of my PSHE education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learn a lot in the relationships and sex education elements of my PSHE education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What we do in the relationships and sex education elements of my PSHE education is aimed too young for people of my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What we do in the relationships and sex education elements of my PSHE education is beyond what people of my age need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel the scenarios and case studies we look at are relevant to people of my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable giving my views and opinions in the relationships and sex education elements of my PSHE education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other pupils listen to my views and opinions in the relationships and sex education elements of my PSHE education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A wide range of different activities is used in the relationships and sex education elements of my PSHE education (e.g. drama, discussion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how well I am doing in the relationships and sex education elements of my PSHE education and what I need to do to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enough time is given to relationships and sex education elements of my PSHE education				
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Is there anything on managing healthy and unhealthy relationships, including topics like respect, equality, pleasure, consent, bullying and abuse, which needed more coverage? Was missed out? Worked less well? Please explain.

Is there anything on managing sexual health and contraceptive choices, including how to access sexual health services, which needed more coverage? Was missed out? Worked less well? Please explain.

What is the best thing about the relationships and sex education elements of PSHE education in our school?

Is there anything else that could be improved about the relationships and sex education elements of PSHE education in our school?