

# **Farrowdale House**

## **INDEPENDENT PREPARATORY SCHOOL**

**Proprietors:**  
**Mrs S. Hall & Mrs Z. Campbell**  
**Head Teacher:**  
**Mrs Z Campbell BA Hons PGCE**



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### **Relationships and Sex Education Policy**

**This policy applies to the whole school including the EYFS**

#### **Aim**

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
- Prepare pupils to understand and manage challenges around online relationships and online harms (including pornography, sextortion, deepfakes, harmful online cultures, misinformation, conspiracy theories, gambling and misogyny)
- Promote mental health awareness, including emotional regulation, resilience, loneliness, bullying, and seeking help when needed.

At Farrowdale House we teach RSE as set out in this policy.

#### **Defining Relationships and Sex Education**

RSE is the overall teaching about the emotional, social and cultural development of pupils, and involves learning about relationships with other children and adults, sexual health, sexuality, healthy lifestyles, diversity and personal identity that are taught between the ages of 3 and 18.

At Farrowdale House, the focus of our RSE delivery is about teaching our pupils the key building blocks of healthy, respectful relationships focusing on family and friendships in all contexts, including on-line which sits alongside the essential understanding of how to be healthy.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of



personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Our RSE delivery will be guided by the Department for Education's seven principles: pupil engagement, parent engagement, positivity, careful sequencing, relevance and responsiveness, skilled delivery, and whole-school integration.

### **How this policy was developed**

This policy was developed by the school staff in line with government guidance. It is compliant with the government's Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2021). This policy will be updated in September 2026 following updated government guidance.

### **How RSE is taught at Farrowdale House**

Relationship Education will be taught by class teachers throughout Personal, Social and Health Education (PSHE) lessons as well as any relevant cross-curricular subjects, for example, UKS2 Science which covers puberty and changing bodies. Some parts of our RSE Curriculum may use school or class assemblies, as well as the use of external agencies for their professional input.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Puberty and changes in the body (UKS2)
- Mental health awareness (emotions, self-care, recognising loneliness, seeking support)
- Awareness of harmful online behaviours, including pornography, sextortion, deepfakes, harmful online cultures, misinformation, conspiracy theories, gambling and misogyny
- Understanding and respecting different family structures, including same-sex parents, adoptive parents, foster parents, and kinship carers

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).

### **Monitoring and Evaluation**

It is the responsibility of the staff and the head teacher to continually monitor and evaluate the effectiveness of teaching. Farrowdale House has an assigned staff member (Mrs O'Donnell) who will monitor and evaluate delivery annually through consultation with teachers, parents, pupils and the school council.



This policy will be reviewed against the Department for Education's updated statutory RSHE guidance (July 2025), with a full compliance review by September 2026.

## **Roles and Responsibilities**

### **The Headteacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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 head teacher.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents**

Parents are requested for their thoughts, ideas and opinions with regards to Farrowdale's RSE Policy and Curriculum. They are encouraged to actively engage with any consultation opportunities.

## **Right to withdraw**

Parents/carers do not have a right to withdraw children from Relationships Education, or the National curriculum of Science.

If any other aspects of Relationships and Sex Education are to be taught that are not part of the statutory guidance, parents will be informed of the nature of this lesson and do have a right to withdraw their children from the lesson. However, we would remind parents that withdrawal from these lessons would not lessen a child's curiosity in the subject or prevent them from discussing them with peers. Attendance at these lessons would prevent children from learning misinformation from online or their peers and seeks to educate in a safe and caring environment with age-appropriate and accurate information.

If parents do seek to withdraw their child from any lessons, they must put in writing to the head teacher to discuss. Any withdrawals from lessons will be logged, including reasoning from parents as to why they have withdrawn their child.

## **Subject Content**

Farrowdale House's RSE curriculum is a 'spiral curriculum' with a year by year approach, where key topics are revisited and learning progresses as pupils grow older. Please see **Appendix 2** for this breakdown of our curriculum. It is a breakdown of when each aspect of RSE will be introduced according to year group, however many topics are revisited through later year groups.

New elements introduced in line with 2025 statutory guidance include:



- Consent and bodily autonomy (foundation work in primary, with progression into secondary)
- Awareness of suicide prevention, self-harm, and mental health (introduced sensitively and age-appropriately, particularly in transition years)
- Online harms including pornography, sextortion, deepfakes, misogynistic content, image-based abuse, and gambling

### **Equality and Inclusion (including SEND)**

The Equality Act 2010 prohibits unlawful discrimination against people with regard to specified 'protected characteristics' which include age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Farrowdale House's RSE Curriculum and Policy reflect the principles of equality and inclusion outlined in this legislation and in our Equality and Inclusion Policy. In particular, it addresses the diverse nature of Britain and educates to prevent instances of sexism, misogyny, homophobia and gender stereotypes. RSE provides a safe and caring space for pupils to discuss their thoughts and views and it is the teacher's responsibility to ensure this work is inclusive.

The provision is Special Educational Needs and Disabilities (SEND) inclusive. Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

### **Managing difficult questions**

Pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Farrowdale, staff will answer questions using age-appropriate language. If staff are unable to answer a question at the time, they will acknowledge the pupil's question, emphasise that they will find an answer for them and seek guidance from the Head teacher or a member of the Safeguarding Team. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

At Farrowdale, our staff acknowledge that children of the same age may be developmentally at different stages, which may lead to differing types of questions or behaviours. Teachers will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Staff will not answer personal questions about themselves and will not ask direct personal questions of their students that could make either party vulnerable. In RSE, pupils are encouraged to 'discuss the issues' rather than to 'share personal experiences'.

Next review: September 2025 (interim), with a full statutory compliance review by September 2026.



## **Appendix 1.**

### **What will be taught by the end of primary school:**

#### **Relationships**

Pupils should know:

- about what a relationship is, what friendship is, what family means and who the people are who can support them.
- how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy
- Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
- online safety and appropriate behaviour in a way that is relevant to pupils' lives.
- Families of many forms provide a nurturing environment for children. (Families can include, for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, among other structures.)
- key skills and traits such as resilience, perseverance, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice

#### **Mental Wellbeing**

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **Internet safety and harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.



- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.



## Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.



## **Appendix 2 - Farrowdale's Curriculum for RSE**

<b>Year Group</b>	<b>Topic</b>	<b>Content covered</b>
Whole school approach	Mental Wellbeing	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, similar to our physical health (through regular assemblies and Mental Health week)</li> <li>who to speak to in school if they are worried and how to seek support (through regular class discussions and Mental Health week)</li> </ul>
	Internet Safety and Harms	<ul style="list-style-type: none"> <li>The positives and dangers of the internet (through assemblies and E-Safety week)</li> </ul>
	Physical health and fitness	<ul style="list-style-type: none"> <li>the importance of exercising as part of a regular routine (through regular assemblies and class discussions on healthy choices)</li> <li>who to speak to if they are worried about their own health (through regular class discussions)</li> </ul>
	Health and prevention	<ul style="list-style-type: none"> <li>about personal hygiene and germs and the importance of handwashing (through posters, regular assemblies and classroom reminders)</li> </ul>
	Families and people who care for me	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability;</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li> </ul>
	Caring friendships	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure and how people choose and make friends;</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> <li>that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;</li> <li>that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right;</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing</li> </ul>



		<p>conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
	Respectful relationships	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> <li>• the conventions of courtesy and manners;</li> <li>• the importance of self-respect and how this links to their own happiness;</li> <li>• 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 those in positions of authority;</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;</li> <li>• what a stereotype is and how stereotypes can be unfair, negative or destructive;</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
	Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not;</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous;</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them;</li> <li>• how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met;</li> <li>• how information and data is shared and used online.</li> </ul>
	Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);</li> <li>• about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</li> <li>• that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult;</li> <li>• how to ask for advice or help for themselves or others and to keep trying until they are heard;</li> <li>• how to report concerns or abuse and the vocabulary and confidence needed to do so;</li> </ul>



		<ul style="list-style-type: none"> <li>• where to get advice, e.g. family, school and/or other sources.</li> </ul>
Early Years Ages 3 - 5	Mental Wellbeing	<ul style="list-style-type: none"> <li>• that there is a normal range of emotions and all people experience them due to difference experiences and situations</li> <li>• how to recognise and talk about their emotions</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>
	Physical health and fitness	<ul style="list-style-type: none"> <li>• the benefits of an active lifestyle and how to have one</li> </ul>
Key Stage 1 Ages 5 – 7	Mental Wellbeing	<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul>
	Internet Safety and Harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• the benefits of rationing time spent online and the impact that excessive time on electronic devices can have on their own and others' mental and physical wellbeing</li> <li>• why some computer games and online gaming, for example, are age restricted</li> </ul>
	Healthy Eating	<ul style="list-style-type: none"> <li>• the principles of planning a healthy meal</li> </ul>
	Basic First Aid	<ul style="list-style-type: none"> <li>• how to contact emergency services</li> </ul>
Lower Key Stage 2 Ages 7 – 9	Mental Wellbeing	<ul style="list-style-type: none"> <li>• isolation and loneliness can affect children, so it is important to discuss feelings with an adult and seek support</li> <li>• it is common for people to experience mental ill health. For many who do, the problems can be resolved with the right support</li> </ul>
	Internet Safety and Harms	<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, and some films and television shows for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
	Physical health and fitness	<ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity).</li> </ul>
	Healthy Eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
	Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>



	Health and prevention	<ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>
	Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, in particular what to do if someone has an accident.</li> </ul>
Upper Key Stage 2 Ages 9 - 11	Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
	Basic first aid	<ul style="list-style-type: none"> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
	Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

Topics are visited regularly through each year group. This table represents when topics will be first introduced with a year group. All lessons are delivered through class assemblies, PSHE lessons or science lessons.



# **Farrowdale House**

## **INDEPENDENT PREPARATORY SCHOOL**



**Proprietors:**  
**Mrs S. Hall & Mrs Z. Campbell**  
**Head Teacher:**  
**Mrs Z Campbell BA Hons PGCE**

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### **Letter to Parents/Carers - Relationship and Sex Education**

Dear Parents/Carers,

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Relationships and Sex Education (RSE) is an important part of the PSHE course and became a statutory part of the National Curriculum in September 2020. We will be teaching lessons about RSE in the Summer term which will be age-appropriate and relevant to each year group (please find below guidance on what will be taught throughout Primary Education in the following Relationship and Sex Education Policy). During the course, pupils will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

At Farrowdale, we will be delivering Relationship Education in line with the statutory guidance. There is no right to withdraw from this part of the RSE curriculum. Some other parts of RSE are also compulsory - these are part of the National Curriculum for Science.

Should the need arise to teach wider aspects of the RSE curriculum that are non-statutory, you will be informed and consulted and will have a right to withdraw your child.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting us at school. All materials used are available for you to browse through should you so wish.

As part of Farrowdale's ongoing commitment to education, we welcome any feedback on the following Relationships and Sex Education Policy and ask for your support in the development and future reviewal of our policy.

Many thanks for your continued support,

Mrs Campbell and Mrs Hall



## **Relationships and Sex Education – Frequently Asked Questions**

### **What are the aims of RSE in our school?**

Depending on the age of the children and the lessons in their particular year group, we want RSE to:

- Develop the confidence to talk, listen and think about their feelings and relationships
- Develop friendship/relationship skills
- Develop positive attitudes, values and self esteem
- Provide knowledge and understanding about puberty and the changes that will take place
- Address concerns and correct misunderstanding that children may have gained from the media and peers
- Know where and how to seek help

RSE will support the importance of stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- Respect for self and others
- Commitment, trust and love within relationships
- Understanding diversity regarding religion, culture and sexual orientation
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities

### **Misunderstandings about RSE**

There is sometimes concern that RSE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality RSE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if RSE has an effect it is a positive one: "sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour".

In the UK the research is even more positive. Analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age than those for whom parents or other sources were their main source. Schools have an important role to play in RSE.