



St Swithun's School Winchester

Relationships and Sex Education Policy

Policy History	
Reviewed and updated	January 2025
Date of next review	Spring 2027

Reviewed by:

Graham Yates

Jane Gandee

Education Committee

Deputy Head

Head

Relationships and Sex Education Policy contents

1. Introduction	2
2. Definitions	2
3. Policy Aims	3
4. Roles and responsibilities	4
5. Implementation and curriculum	6
6. Monitoring, review and evaluation	9
7. Support	9
8. Appendix – RSE curriculum and outcomes	10

1. Introduction

St. Swithun's school takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its students as part of the school's personal, social, health and economic education (PSHEE) curriculum very seriously. The school wants parents and students to feel assured that sex education will be delivered at a level appropriate to both the age and development of students, and that it is safe to voice opinions and concerns relating to the sex education provision.

Guidance from the DfE (June 2019) states:

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like... This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how situations can be managed."

RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school.

This policy has been developed in consultation with parents, students and staff to ensure that it serves the needs of the school community and meets with statutory requirements. The policy is available on the School website and is reviewed and approved by the governing body annually.

2. Definitions

Relationships and sex education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives students the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

3. Policy aims

Through the delivery of high quality, evidence-based and age-appropriate RSE, the school aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure that students know how and when to ask for help and where to access support. By the end of their education the school hopes that students will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

We are committed to relationships and sex education which:

- Is an identifiable part of our PSHE education, which has planned, timetabled lessons across all key stages
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Generates an environment where questions of a sexual nature can be asked and answered openly without embarrassment and where trust and confidentiality are ensured
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where students feel safe and encourages participation by using a variety of approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real life issues appropriate to the age and stage of the students
- Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives students opportunities to reflect on values and external influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning how to get help and treatment from sources such as the school nurses and other health and advice services, including reliable information online
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination
- Meets the needs of all students with their diverse experiences – including those with SEND
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change. We will build in regular opportunities for pupil feedback on topics, teaching and resources
- Takes into account pupil views on when the appropriate time is at which to discuss certain topics and how much time is spent on them

This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) and Part 2 (Spiritual, moral, social, and cultural development of pupils), Paragraph 5 (SMSC) of the Independent School Standards Regulations.

4. Roles and responsibilities

School Council

School Council is responsible for approving this policy and monitoring its implementation.

Headteacher

The Headteacher, with support from the respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students and will liaise with parents regarding any concerns or opinions regarding RSE provision and will manage parental requests for withdrawal of students from non-statutory, non-science components of RSE.

Deputy Head Pastoral

The deputy head pastoral is responsible for reviewing this policy on an annual basis and overseeing the delivery of relationship and sex education. They will ensure that the curriculum is age appropriate and will monitor the teaching and learning of RSE. They will help develop teacher expertise in the subject and will ensure that the school meets its statutory requirements in relation to RSE.

PSHE co-ordinator

The PSHE co-ordinator is responsible for leading and co-ordinating the RSE programme, as part of the wider PSHE curriculum. They liaise with the Heads of Year and boarding house staff to ensure the RSE programme offers continuity and addresses the needs of each year group.

Teaching Staff

Teachers of RSE will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

Teachers of RSE take care to generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment, as well as one where a range of views can, so long as they are expressed maturely and sensitively, be received and respected. They will model positive

attitudes to RSE and will liaise with the PSHE co-ordinator to ensure lessons are planned and taught effectively.

Some RSE is taught through the Science and other curriculum areas and so all teachers will be made aware of the statutory guidelines for the teaching of RSE.

Non-teaching staff

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. These staff are likely to be the School Nurses, the School Counsellor and the Head of Learning Support. They will have access to information about the RSE programme and be supported in their roles with respect to RSE. Visiting speakers are also invited to support and complement the provision made by the school.

Parents

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships and RSE at St. Swithun's seeks to complement, rather than displace that fundamental role. By keeping parents up to date with our programme we aim to foster an open dialogue between the school and families regarding all pastoral matters, including RSE.

The School expects parents to share the responsibility for sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

The School consults with parents, students and staff regarding the content and delivery of RSE and shared the draft policy with them, together with an invitation to comment. This process will be repeated on a regular basis.

In line with statutory requirements, parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE at St Swithun's. Details of how to go about this can be found in Section 4 below.

Students

Students are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects students to recognise this.

Students should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in

class are key to effective provision. Students who regularly fail to follow these standards of behaviour will be dealt with under the **school behaviour policy**.

We also hope that students will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.

Student voice is influential in helping us to adapt the curriculum and learning activities.

5. Implementation and curriculum

The School acknowledges that high-quality, age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

Rather than being taught as a separate subject, RSE is embedded into the framework of Personal, Social, Health and Economic Education (PSHEE) at the School. The RSE content and learning outcomes across each year are shown in Appendix 1.

A Spiral Education Approach is applied and advocates revisiting the same topics, each time increasing the level of demand and progressively deepening the learner's understanding. Repetition allows learners to grow comfortable with topics and language. This approach also ensures that all pupils have equal access to our Learning for Life programme, regardless of ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity).

Teachers of RSE take care to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment, as well as one where a range of views can, so long as they are expressed maturely and sensitively, be received and respected.

Students also have access to RSE information and guidance through the student wellbeing website.

Diversity, Equality and inclusion

The School encourages respect for all people, paying particular regard to the Equality Act 2010. The School promotes the needs and interests of all pupils, irrespective of race, ethnicity, religion or belief, gender, gender reassignment, sexual orientation, disability and age. We regard it as unacceptable to discriminate against anyone on these grounds. We will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

LGBT+ issues such as homosexual, bisexual and transgender issues are recognised and discussed objectively to dispel myths and promote better understanding in the community. The term 'partner' should always be used, where appropriate, rather than a gender or relationship specific term to avoid assumption and prevent possible discrimination.

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously.

This is the case for bullying of any kind and the procedures regarding this are outlined in the **school's anti-bullying policy**. This can be found on the school website.

Students with varying needs

Young people may have varying needs regarding RSE, depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of:

- **Varying home backgrounds:** We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home and/or personal circumstances
- **Sexuality and Gender:** A number of our students may go on to define themselves as gay, lesbian, bi-sexual, or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and gender.
- **Individual Learning Needs:** We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. Where necessary, the PSHE co-ordinator will liaise with the Learning Support department for advice on how best to support students' individual needs.

Withdrawal from RSE

The school hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents have the right to request that their child be withdrawn from the sex education elements of RSE.

Before granting any such request, the pastoral team will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Discussions with parents will highlight 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 directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

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

If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships

Education, Health Education or the elements on human growth and reproduction which fall under the science curriculum.

Any parent wishing to withdraw their child from sex education should put their request in writing and send it to Graham Yates, our pastoral deputy head pastoral (yatesg@stswithuns.com), who will arrange a meeting to discuss their concerns.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Safeguarding and confidentiality

We aim to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life, either at school or at home. Training around confidentiality will be provided to all teachers.

The RSE programme addresses the following topics:

- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, sensitively and clearly.
- The physical and emotional damage caused by female genital mutilation (FGM). Pupils are taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM, or fail to protect a person for whom you are responsible from FGM.
- When relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.
 - The School is mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.
- Internet safety and usage teaches pupils the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.
 - Pupils develop a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.
 - The School acknowledges that some pupils can be exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help our pupils understand acceptable behaviours in relationships.

PSHE 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. If this is the case, the school's **Child Protection and Safeguarding procedure** will be followed. This policy can be accessed via the school's website.

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher, nurse or member of the pastoral team they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

6. Monitoring, review and evaluation

The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development.

The School will review this policy and the RSE curriculum, annually, evaluating its effectiveness by taking into account feedback from students, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews. We will inform parents of any revisions to the school policy or RSE curriculum.

7. Support

We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex and relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents can contact any of the following people if they would like support on providing effective sex and relationship education at home:

- PSHE co-ordinator – Mrs Bruzon – bruzona@stswithuns.com
- Nurses – healthcentre@stswithuns.com
- Deputy head pastoral – Mr Yates – yatesg@stswithuns.com

Appendix 1 – RSE Curriculum and Outcomes

The following plan outlines the proposed content for each year group. This may be adapted to meet the needs of the pupils and through consultation with them. All relevant aspects will be covered within each key stage as prescribed by the DfE.

Aspects of the RSE curriculum are also covered through our broader PSHE curriculum which includes a focus on health and wellbeing including topics such as puberty.

	Focus	Relationships and Sex Education content/outcomes	DfE Topic
L4	Transition & Personal Safety	<ul style="list-style-type: none"> How to determine whether other children, adults or sources of information are trustworthy 	Families
L4	Puberty, menstruation and managing changing relationships	<ul style="list-style-type: none"> How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); how to seek help or advice, including reporting concerns about others, if needed 	Families
		<ul style="list-style-type: none"> The characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> 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 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help 	Building relationships Respectful relationships Diversity
		<ul style="list-style-type: none"> How people can actively communicate and recognise consent from others, and how and when consent can be withdrawn The concept of, and laws relating to Female Genital Mutilation (FGM) 	Being safe Health and Puberty

L4	Building healthy relationships, including diversity and celebrating our differences	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships 	Families
		<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. 	Respectful relationships

U4	Diversity and Discrimination Online and media	<ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, 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 	Diversity Discrimination Respectful relationships
		<ul style="list-style-type: none"> • Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including 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 	Identity and Relationships
U4	Identity and relationships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> - trust, respect, honesty, kindness, generosity, boundaries, privacy, 	Respectful relationships

		<p>consent and the management of conflict</p> <ul style="list-style-type: none"> - reconciliation and ending relationships, this includes different (non-sexual) types of relationship <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships 	<p>Communication in relationships</p>
	Digital literacy	<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 • How information and data is generated, collected, shared and used online 	<p>Identity and Relationships</p> <p>Online and media</p>

L5	Managing puberty, menstrual and sexual health	<ul style="list-style-type: none"> • Basic facts about some forms of contraception • Basic facts about STIs 	<p>Intimate relationships</p>
	Healthy, respectful relationships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> - 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 	<p>Respectful relationships</p> <p>Discrimination</p>

		<ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour 	
		<ul style="list-style-type: none"> • 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 	Being safe
		<ul style="list-style-type: none"> • 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, for example 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 	Online and media Intimate relationships
M5	Community cohesion and challenging extreme views	<ul style="list-style-type: none"> • 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 	Respectful relationships

		<ul style="list-style-type: none"> 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. 	
M5	Families (Stretch programme)	<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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed 	Families

U5	Intimate relationships and sexual health	<ul style="list-style-type: none"> That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour- 	Intimate and sexual relationships, including sexual health Being Safe
-----------	--	--	--

		<p>based violence and FGM, and how these can affect current and future relationships</p> <ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • 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 and 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 	
--	--	--	--

Sixth Form

The Lower 6th and Upper 6th have RSE input through their PSHEE lessons on a Monday afternoon during periods 11 and 12. Both year groups follow a carousel of 4 topics with RSE as one. The other 3 are, personal finance; physical and mental health; Extended project.

Topics covered within the RSE element are finalised through consultation with the students, but fall within the following topic area:

- Relationship Values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination

Visiting speakers

The RSE provision is enhanced by talks and workshops from visiting speakers.

Science Curriculum

The Curriculum for Science also covers aspects of RSE as outlined below:

Lower 4 - Lower 5

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Middle 5 – Upper 5

- Structure of male and female reproductive systems - including pregnancy (placenta, embryo & amnion)
- Hormones in human reproduction - role in the menstrual cycle and puberty (secondary sexual characteristics)
- Genetic determination of sex in humans