

HIGHFIELD LITTLEPORT
ACADEMY
&
HIGHFIELD ELY ACADEMY

RELATIONSHIPS AND SEX EDUCATION
POLICY

THIS POLICY WAS APPROVED:	SPRING 2024
THIS POLICY WILL BE REVIEWED:	SPRING 2025
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	TILLY NEWBURY/ JO ELLINGWORTH

Context

Relationship and sex education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships as well as the teaching of sex, sexuality and sexual health. Guidance from the Department for Education (2019) has outlined that Relationships Education is compulsory for primary age pupils and Relationships and Sex Education is compulsory for secondary age pupils. This policy covers both Relationships Education and Relationships and Sex Education.

The DfE guidance states that Relationships Education and RSE must be accessible for all pupils including those with special educational needs and disabilities. Teaching will be high quality, differentiated and personalised. This will also be planned in line with the Preparing for Adulthood outcomes outlined in the SEND Code of Practice. Some pupils with SEND are more vulnerable to exploitation and bullying due to the nature of their needs. Where appropriate, the context will be tailored to meet the specific needs of pupils at different developmental stages. We will also ensure that teaching is sensitive, age-appropriate and developmentally appropriate for individual learners. We will ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safe. Students with SEND have as much right to receive the whole RSE curriculum as other students.

Relationships and Sex Education in Our Schools

At Highfield Academies, we believe that Relationships Education and RSE is about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline.

Relationships and Sex Education is a major contribution to fulfilling our schools' aims to prepare our learners for their next step in life.

Wider Context of RSE in Our Schools

We deliver Relationships Education and RSE as part of our wider provision of Personal, Social and Health Education (PSHE) which also includes statutory Health Education.

The aims of our RSE programme are further supported by interventions and enrichment activities, such as, social skills interventions and circle time.

Our school environments complement our RSE curriculum provision. We ensure that all adults in school act as positive role models for our students. All supporting adults take steps to ensure that our response to all behaviours based on disrespect, ignorance, prejudice, fear or hatred are addressed consistently in line with our Behaviour Policy and Anti-Bullying Policy.

Aims of Relationships and Sex Education

Through the delivery of Relationships Education (primary) and Relationships and Sex Education (secondary), we intend to further our school's aim of providing a curriculum and learning opportunities that help to prepare pupil's for their next steps in life. The curriculum will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing.

The aims of our Relationships Education programme for primary aged pupils are to;

- Develop interpersonal and communication skills
- Develop positive, personal values and a moral framework that will guide decisions and behaviour
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Develop respectful, caring relationships based on mutuality, reciprocity and trust

- Develop their ability to keep themselves and others safe, physically and emotionally, online and offline
- Know how loving, caring relationships are central to the wellbeing of children
- Recognise and avoid unhealthy, coercive and exploitative relationships
- Explore relationships in ways appropriate to their age and stage of development
- Value, care for and respect their bodies
- Build confidence in accessing additional advice and support for themselves and others

The Relationships and Sex Education programme for secondary aged pupils will build on pupils' prior experiences of Relationships Education and will aim to;

- Develop interpersonal and communication skills to support them when relationships are good or bad
- Develop and explore personal values and a moral framework to guide decisions and behaviour
- Promote equality and respect in their own peer groups, reducing prejudice and challenging stereotypes and harassment
- Develop skills for healthy relationships based on mutual respect, trust and positive communication
- Build an understanding of human biology and reproduction
- Understand the role of sex in intimate relationships and strategies for considering readiness for sex
- Be prepared for puberty, understand the emotional, physical and social effects of adolescent development
- Develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships and maintain sexual health
- Develop critical media literacy skills enabling them to reflect on relationships and sex portrayed in the media including pornography
- Recognise and avoid exploitative, coercive and controlling relationships including intimate relationships
- Explore their own values and attitudes towards gender identity and sexuality
- Explore their own values and attitudes towards behaviours based on disrespect, ignorance, fear, prejudice or hatred
- Understand about safer sex including contraception and prevention of STI's
- Have the skills and knowledge to access advice and support from local and national services on and offline

Implementing the Policy

Equality in Relationships and Sex Education

The Equality Act 2010 is particularly pertinent throughout the delivery of RSE. We seek to develop key interpersonal skills such as respect and empathy which enable students to understand the rights and responsibilities we all have towards one another. We strive to ensure that every student feels valued and represented in our school as a whole and specifically through our RSE provision.

Under the provisions of the Equality Act, we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Under the provisions within the Equality Act we take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. For example, we may take positive action to support students with particular SEN needs if there was evidence that they were being disproportionately disadvantaged due to their disability. These provisions would also apply to the other protected characteristics.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all students or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

Special Educational Needs

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with additional needs and special educational needs may need to specifically learn things, which others learn incidentally e.g. what being 'private' actually means. They may be more open to exploitation in the wider community and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

RSE lends itself to study by students with a range of different abilities. Students can work on the same content at different rates and levels. We recognise due to the needs of our students there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. We recognise that teaching needs to be sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

Gender, Identity and Sexuality

We will equally consider the particular needs of boys and girls and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles.

In accordance with DfE guidance, our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying. This would include the use of 'gay' or 'lesbian' in a derogatory term. We aim to foster healthy and respectful peer to peer communication and behaviour, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic within our inclusive, whole school approach.

Ethnic and Cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups as and if necessary.

In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PSHE lessons and beyond, so that all pupils see themselves and their families reflected back in the lesson content.
- We will teach about RSE themes in ways which is relevant to all, using examples of people with a variety of sexualities, gender identities, lifestyles and faith backgrounds.
- We will ensure that the law in relation to equality, marriage, sexuality, gender identity, online behaviours and sexual harassment and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure students see their family views reflected back in the lessons.
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference and enable students to develop skills to do the same.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible. We will offer single-sex groups where cultural or religious views make students and their families feel uncomfortable in mixed-sex groups. Where teaching in single-sex groups is requested, the needs and wishes of trans/non-binary students will be taken into account when making a decision about grouping.
- All adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.

- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Safeguarding

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables pupils to understand about mutual, consensual and reciprocal relationships and they will be developing essential skills which underpin their ability to recognise abusive and unhealthy relationships. Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our safeguarding policy. A member of staff cannot promise confidentiality if concerns exist.

Effective teaching may alert students to what is appropriate and inappropriate behaviour and there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM).

All staff are aware of our Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL).

Development of Policy

This policy has been developed in consultation with pupils, staff and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education and RSE. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the Senior Leadership Team, taking into account the needs of pupils and views of the school community.

Consulting on Policy

Parents and carers are consulted directly through surveys and information sessions where they have the opportunity to review and feedback on the policy, curriculum and resources.

Student views have also been represented by pupil focus groups and given feedback on resources and content of the policy. Further consultation with parents/carers and students will be carried out when the policy is reviewed which happens at least every 3 years.

Monitoring and Evaluating

The RSE programme will be evaluated by teaching staff at the end of each academic year. The views of students and teachers are used to make changes and improvements to the programme on an on-going basis. The policy will be formally reviewed for the following purposes:

To review and plan the content and delivery of the programme of study for RSE.

To review resources and renew as appropriate.

To update training in line with Government guidelines.

Overall monitoring is the responsibility of the Head Teachers and PSHE leaders. As a result of this process, changes will be made the Relationships Education and RSE programmes as appropriate.

Involving the Whole School Community

Working with staff

In order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion. Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will also encourage the sharing of good practice. We may also use team teaching/shadowing to develop confidence. Those with leadership responsibility for the development of RSE will be offered opportunities to consult with advisors and attend external training courses.

Engaging with students

We will involve pupils in the evaluation and development of their Relationships Education and RSE in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their lessons.

- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education and RSE provision and the areas to be further developed.
- We will ask the staff team for their reflections on issues presented by students asking for support.

The Governing Body

The Governing body, in co-operation with the Head Teacher and PSHE leader, agrees the school's general policy and approach to RSE provision for all pupils.

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties relating to RSE policy.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the needs and views of our community.

In order to facilitate this process, the RSE Policy and delivery of RSE in the curriculum will appear annually on the governors' meeting schedule for discussion and update; additionally both leaders will join a LGB meeting to discuss the policy with governors. The policy will be available on the school's website. A link governor for PSHE including RSE will be nominated.

It is the role of governors to ensure that:

- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

Parental Involvement

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education and RSE topics via Class Dojo
- Inviting parents into school to learn more about the approach used in Relationships Education and RSE. This would also provide an opportunity to discuss their views and concerns about Relationships Education and RSE on an informal basis
- Providing supportive information about parents' role in Relationships Education and RSE
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

External Agencies

We believe that all aspects of Relationships Education and RSE are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We recognise that inviting visitors from local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff.
- All visitors will be made aware of the content and principles of this policy prior to their visit.
- All lessons will be planned in direct liaison with the PSHE leader or department leader taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE leader or department leader beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Curriculum Organisation

Our Relationships Education and RSE Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education, Relationships and Sex Education and Health Education (2019) and National Curriculum (2014). The curriculum has been designed using guidance and resources from the Sex Education Forum, PSHE Association and Cambridgeshire PSHE Service. We have planned a curriculum appropriate to each of our learning pathways and developmental age of pupils with a spiral of progression throughout the school.

Our Relationships and Sex Education curriculum includes learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe
- Intimate and sexual relationships including sexual health

Relationships Education and RSE will be taught through:

- PSHE lessons including designated lessons, circle time, focused events, health weeks,
- Other curriculum areas including Science, English, Computing, RE
- Enrichment activities including assembly, pastoral provision, social skills groups, activities to support wellbeing, student LGBT+ groups

Specific units of work on Relationships Education and RSE are planned into our long term plans for each learning pathway in our school. These units will take place every year. The RSE curriculum will be primarily delivered by class teachers. Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE leader. The PSHE leader is responsible for reviewing and evaluating RSE across the school.

Teaching Methods

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simply opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

Teaching methods and resources might include use of video, discussion, visiting agencies, drama and role play presentations, reference books, Social Stories, leaflets, contraception display kits and anatomically correct dolls. Teaching and resources will be differentiated as appropriate, to address the needs of our students in order for them to have full access to the content of RSE.

Distancing Techniques

In order to protect student's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, poetry, case studies, role-play, film, theatre in education to enable students to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Pupil Grouping Arrangements

Relationship and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. We may use single-sex groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed-sex group. If we use single-sex groups, we will encourage students to be part of which ever group they feel most comfortable in. We will discuss the needs of non-binary students (whose gender identity is outside the binary of boy/girl) with them when deciding on grouping arrangements. We will ensure there are positive educational reasons for each method of delivery.

Group Agreements

RSE is taught in a safe, non-judgemental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The avoidance of sharing personal information and asking personal questions
- Confidentiality
- Strategies for checking or accessing information, and identifying appropriate people with whom they may wish to share personal information/from whom they may wish to seek advice

Materials and Resources

We will primarily use *PSHE Association Planning Framework for Pupils with SEND* to map out our provision in RSE. We will avoid a 'resource-led' approach, instead focussing on the needs of the students and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are inclusive of LGBT+ students
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students
- appeal to adults and students
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show bias e.g. towards a commercial product or religious/political view
- avoid racial, cultural, gender and sexual stereotyping
- encourage active and participative learning, developing skills and attitudes, not just giving information
- conform to the statutory requirements for RSE.

Safe and Effective Practice

Confidentiality

Staff are unable to offer absolute confidentiality to pupils. We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm. Students will be told if information is to be shared and will be offered appropriate support. There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Safeguarding Policy for further details.

There are circumstances where confidentiality may be upheld.

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow school expectations on confidentiality. Teachers and health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

Answering Questions

We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader, department leader or Headteacher.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with school Safeguarding Policy.

Sexually Active Students

If a young person, especially one under 16, indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We are not required to inform the young person's parent/carer about sexual activity, but will usually pass the information to the DSL, in case there are unknown, underlying risks to the young person.
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services. We will make it clear that they do not need their parent/carer's agreement to attend these services but we will encourage them to speak to the parents/carers.
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from sex education will also be given this information, if they seek it.
- Careful judgements will be made by the DSL as to whether the sexual activity is a safeguarding or child protection concern

If the pupil is 12 years old or younger, sexual activity will always be referred to the DSL. If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding Policy and refer to the DSL. We offer guidance for all our staff to support their decisions relating to disclosure.

Assessment, Recording and Reporting

We have the same high expectations of the quality of pupils' work in RSE as in all other subjects. RSE will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. From time to time the PSHE leader will ask staff to reflect on the effectiveness of learning in particular units of work.

Parent Right to Withdraw their Child from Sex Education

Definition

Following guidance from the DfE, we have considered the elements of our RSE curriculum from which parents may request to withdraw their secondary age child. These elements will be defined as 'sex education'.

We recognise that most students will not differentiate between Science, RSE, 'sex education' or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as 'sex education'.

As a starting point we have compared the statutory Science Curriculum with the statutory RSE curriculum and identified which topics appear in both. We also took into account aspects of human sexual experience and response, sexual feelings and choices and influences relating to sexual activity which we feel are important to meet the needs of our students in addition to the statutory requirements for RSE.

As a result, these are the areas of learning from the DfE Guidance which, in our school, are defined as 'sex education':

- 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.
- 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)

Parents/carers will be informed by letter or Class Dojo about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Right to Be Excused

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. There is no right to withdraw children from statutory Relationships Education or Science. Before granting any such request the Head Teacher and PSHE leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school. We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

This decision to be excused from Sex Education will stand until three terms before the student turns 16. At this point, the student may request to receive 'sex education'. We will notify the student that they may opt back into sex education if they wish to. They will be entitled to receive the 'sex education' from which they were previously withdrawn. The school will ensure that they receive this in at least one of the three terms before their 16th birthday. We will work closely with the student to ensure that their needs are fully met.

Monitoring, Review and Evaluation

Monitoring, review and evaluation of the policy is the responsibility of the PSHE leader. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE Leader, parents/carers and students to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it. It will next be fully reviewed in Spring term 2027.

Relevant National Documents:

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century'.](#)

[Equality Act 2010](#)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)