



Ludlow CE School

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

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| Approved By | School Performance Committee |
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Introduction

We have based Ludlow CE School's Relationship, Sex and Health Education Policy on the statutory guidance from DfE, issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

We refer to Relationship, Sex and Health Education (RSHE), placing the emphasis upon relationships, supporting students' understanding and skills in developing positive and healthy relationships. Our policy meets the DfE's requirements from September 2020.

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

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

The RSHE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

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

Whole School Approach

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

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

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

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

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

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

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

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

Equal Opportunities

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

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

Safeguarding

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

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

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

Moral and Values Framework

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

The social, ethnic and religious mix of the school

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

Students with SEND

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

Organisation

RSHE is delivered through the tutor programme across all years (PSHE), explicit lessons in Years 10 and 11, and implicitly through other subject areas, such as Science, PE, English and RE. Enrichment days in Year 7, 8 and 9 help develop the students' experience further, in a year-appropriate and staged manner.

We follow the Shropshire Respect Yourself: RSHE programme. This is an award-winning programme with the quality kitemark from the PSHE Association. It is a spiral curriculum starting at Year 1, through Year 11. There is a specific set of lessons and resources for each year group (Appendix 2.) The majority of Shropshire schools, including our feeder primary schools, use the programme. The RSHE Transition programme for Year 6 and 7 ensures cross phase co-ordination.

We recognise that staff require support and training and an opportunity to become familiar and confident with the programme. We, therefore, use a specialist team of staff for enrichment sessions in KS3 and the delivery of RSE in KS4.

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

Monitoring and Assessment

The Shropshire programme includes baseline assessment and a tracking tool. This enables a student's knowledge, confidence and ability to access help and support to be identified and measured before and after the programme is delivered. The data can be used to track individual student progress and be analysed by gender and cohort. (Appendix 2.) In addition, liaison with the pastoral team provides information to inform the programme in a flexible and responsive way.

Content

We are committed to ensuring our programme is age-appropriate reflecting the DfE's KS4 learning outcomes (Appendix 1). We are aware that the issues and concerns facing students change, and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable and authoritative experts, such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

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

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

The materials for each year include student consultation, baseline assessment and review and reflect exercises, to enable the programme to respond flexibly to our students' priorities, needs and concerns. These mechanisms enable Student Voice to inform and influence the programme on an ongoing basis.

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

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

Home/School Partnership

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

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

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

We provide parents/carers with opportunities to discuss the school's policy and practice. This policy is signposted in the newsletter to parents/carers and the scheme of work and accompanying resources are available on request.

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

If a parent wishes to discuss withdrawal, they should discuss this with the Assistant Headteacher responsible for pastoral care. We would encourage parents to discuss any concerns at the earliest opportunity.

The Assistant Headteacher will help parents identify and discuss the impact and implications of withdrawal for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have upon the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher. Parents should make it clear which aspect of the programme they do not wish their child to participate in. This will be documented, and they may be asked to put their request in writing. Resources and information regarding further support and help will be made available.

Role of Headteacher

It is the responsibility of the Headteacher to ensure that:

- Policy and practice are developed in accordance with good practice guidelines and statutory requirements
- The policy is reviewed and monitored and approved by the Local Academy Board Members
- Staff and parents are informed about policy
- Staff receive appropriate training and support in delivery of RSHE

Complaints Procedure

Any parents with concerns about this policy, should discuss this directly with the Headteacher. In the unlikely event that the concern cannot be dealt with, the LAB Members can be contacted according to the procedure outlined in the Complaints Policy.

Monitoring and Review

The School Performance Committee of Local Academy Board (previously Local Governing Body) monitors our Relationship, Sex and Health Education Policy on a regular basis. This committee reports its findings and recommendations to the Local Academy Board, as necessary.

The School Performance Committee gives serious consideration to any comments from parents about the Relationship, Sex and Health Education programme and makes a record of all such comments.

The LAB Members require the Headteacher to keep a written record, giving details of the content and delivery of the Relationship, Sex and Health Education programme that we teach in our school.

Appendix 1 DfE Learning Outcomes at KS4

Appendix 2 Overview of Shropshire RSHE Y6-11 SOW

Appendix 3 Shropshire RSHE and PSHE Charter

DfE LEARNING OUTCOMES FOR RSHE AND RELEVANT HEALTH EDUCATION

Key Stage 4 - By the end of secondary school:

FAMILIES

Students should know:

- that there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage is, including their legal status, e.g. that marriage carries legal rights and protection not available to couples who are cohabiting or who have married 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 characteristics of successful parenting
- how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others 'relationships), and how to seek help or advice, including reporting concerns about others, if needed.

RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS

Students should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society, they can expect to be treated with respect by others, and that, in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relations are criminal, including violent behaviour and coercive control

- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

ONLINE AND MEDIA

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others, and negatively affect how they behave toward sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including imprisonment
- how information and data is generated, collected, shared and used online.

BEING SAFE

Students should know:

- 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)
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH

Students should know:

how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- 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 infection (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

MENTAL WELLBEING

Students should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

INTERNET SAFETY AND HARMS

Students should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; over-reliance on online relationships including social media; the risk related to online gambling, including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online.
- How to identify harmful behaviours, or find support, if they have been affected by those behaviours.

PHYSICAL HEALTH AND FITNESS

Students should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation.

HEALTHY EATING

Students should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

DRUGS, ALCOHOL AND TOBACCO

Students should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the fact about harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

HEALTH AND PREVENTION

Students should know:

- about personal hygiene, germs, including bacteria, viruses, and how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- The facts and science relating to immunisation and vaccination
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

BASIC FIRST AID

Students should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed.

CHANGING ADOLESCENT BODY

Students should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health.

THE LAW

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including age of consent
- violence against women and girls – including upskirting and down blousing
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)
- Child on child abuse

Shropshire Respect Yourself RSHE

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



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

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


Year 6-11 Module Outcome and Baseline assessment



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

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

Shropshire Charter for RSHE and Good Practice PSHE



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

We want our schools and teachers to:

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

We believe:

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

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



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

We have the right to:

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

What we want to achieve these rights:

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

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