



Medina College



The Island VI Form

## Relationships, Sex and Health Education Policy (RSHE)

|                         |                 |
|-------------------------|-----------------|
| <b>Author</b>           | Katie Sandiford |
| <b>Approved by</b>      | IEB             |
| <b>Approval date</b>    | July 2026       |
| <b>Review frequency</b> | Annually        |
| <b>Next review</b>      | July 2027       |

# Contents

|                                                                                                |           |
|------------------------------------------------------------------------------------------------|-----------|
| <b>1. Introduction</b>                                                                         | <b>3</b>  |
| <b>2. Aim and purpose</b>                                                                      | <b>3</b>  |
| <b>3. Legislation</b>                                                                          | <b>4</b>  |
| <b>4. Definition</b>                                                                           | <b>4</b>  |
| <b>5. Roles and Responsibilities</b>                                                           | <b>4</b>  |
| <b>6. The content and organisation of the RSHE</b>                                             | <b>5</b>  |
| <b>7. Sensitive issues and safeguarding</b>                                                    | <b>5</b>  |
| <b>8. Confidentiality and disclosure</b>                                                       | <b>6</b>  |
| <b>9. Health professionals</b>                                                                 | <b>6</b>  |
| <b>10. Teenage pregnancy – contraception advice</b>                                            | <b>6</b>  |
| <b>11. Family life</b>                                                                         | <b>6</b>  |
| <b>12. Religion and faith</b>                                                                  | <b>6</b>  |
| <b>13. Equal opportunities, inclusion and disability</b>                                       | <b>7</b>  |
| <b>14. Children and young people in public care</b>                                            | <b>7</b>  |
| <b>15. Lesbian, gay, bisexual and transgender (LGBTQ+)</b>                                     | <b>7</b>  |
| <b>16. Homophobic bullying</b>                                                                 | <b>7</b>  |
| <b>17. HIV/AIDS awareness and sexually transmitted infections (STIs)</b>                       | <b>7</b>  |
| <b>18. RSHE and students with special educational needs and disability</b>                     | <b>8</b>  |
| <b>19. Sexual harassment and sexual violence</b>                                               | <b>8</b>  |
| <b>20. RSHE and students with social, emotional and mental health (SEMH) educational needs</b> | <b>8</b>  |
| <b>21. Physical health and mental wellbeing</b>                                                | <b>8</b>  |
| <b>22. Staff training</b>                                                                      | <b>8</b>  |
| <b>23. Monitoring, evaluation and review</b>                                                   | <b>8</b>  |
| <b>24. Dissemination of the policy</b>                                                         | <b>9</b>  |
| <b>25. Parental rights to withdraw</b>                                                         | <b>9</b>  |
| <b>26. Review of the policy</b>                                                                | <b>9</b>  |
| <b>Appendix A –RSHE Core Content Plan</b>                                                      | <b>10</b> |
| 1. Identity, Puberty and Health                                                                | 11        |
| 2. Relationships, Equality and Diversity                                                       | 11        |
| 3. Intimacy, Consent and Sexual Health                                                         | 11        |
| 4. Safety, Exploitation and Harm Reduction                                                     | 11        |
| <b>Appendix B – Statutory Guidance &amp; National Curriculum Mapping</b>                       | <b>13</b> |
| Secondary DfE Outcomes                                                                         | 13        |
| National Curriculum Science Alignment                                                          | 13        |
| <b>Appendix C – A Values-Based and Skill-Oriented Framework</b>                                | <b>14</b> |
| 1. Core Moral Framework                                                                        | 14        |
| 2. PSHE Association Skill Preparation                                                          | 14        |
| <b>Appendix D – Physical Health and Mental Wellbeing</b>                                       | <b>15</b> |
| <b>Appendix E – Approved Resources and Quality Assurance</b>                                   | <b>16</b> |

## 1. Introduction

At the heart of our school is a commitment to providing a safe, inclusive and inspiring environment where every member of our community is encouraged to thrive. Our values of **Ambition, Courage, Confidence and Kindness** underpin everything we do, shaping our curriculum, policies and decision-making.

- We are committed to fostering **ambition** by inspiring all students to aim high, embrace challenges and develop a lifelong love of learning.
- We nurture **courage** by encouraging students to take positive risks, persevere in the face of difficulty and stand up for what is right.
- We develop **confidence** by empowering students to believe in themselves, express their ideas and make meaningful contributions to school life and the wider community.
- We promote **kindness** by creating a culture of respect, empathy and inclusion, where everyone feels valued and belongs.

This policy reflects our commitment to these core values. They guide our expectations, inform our practices and ensure that every decision we make places the wellbeing, development and success of our staff and students at its centre.

Every student, every voice, every day.

## 2. Aim and purpose

Relationships, sex and health education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, including marriage, and to take responsibility for their sexual health and wellbeing. It is also about the teaching of sex, sexuality and sexual health, including online safety. The government requires that it is age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

The programme seeks to promote the spiritual, moral, cultural, mental and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age. It also incorporates the major strands of the healthy rating scheme.

Our provision focuses on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;

- how to recognise, understand and build healthy relationships (including self-respect and respect for others), commitment, tolerance, boundaries and consent, and how to, manage conflict and recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

This policy adheres to the Department for Education's statutory guidance on relationships education, relationships and sex education (RSE) and health education. This guidance outlines the legal obligations that schools are expected to follow.

### 3. Legislation

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Medina College, we teach RSE as set out in this policy.

### 4. Definition

The aim of RSHE is to help students develop a healthy, safer lifestyle. The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding.

RSHE covers more than biological facts and information. It endeavours to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships. Appreciation of the value of self- respect, dignity, stable relationships, marriage, civil partnership and parental duty should be encouraged in all students together with sensitivity to the needs of others, loyalty and acceptance of responsibility. All sexual relationships and diverse family groups are also discussed.

RSE is not about the promotion of sexual activity.

## **5. Roles and Responsibilities**

5.1 The School has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework, with delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the academy principal.

5.2 Members of the senior leadership team will be responsible, alongside PSHE lead for the development of an RSHE appendix to this policy. Students have the opportunity to provide their views through student voice activities and parents can contribute through parent consultation activities.

5.3 The appendices must outline how the school delivers the curriculum on:

- safety in forming and maintaining relationships;
- the characteristics of healthy relationships; and
- how relationships may affect mental and physical health.

5.4 The RSHE appendix will be developed in consultation with parents and the local community whilst complying with the Equality Act (2010). It will allow flexibility to respond to local public health and community issues.

5.5 Role of senior leaders and PSHE Lead

These members of staff will together:

- manage all aspects of the RSHE programme, developing curriculum materials where appropriate;
- liaise with external agencies to deliver specific elements of the programme;
- monitor and quality assure the programme to ensure continuity and progression within the curriculum; and
- ensure high-quality training is provided for teachers delivering RSHE.

## **6. The content and organisation of the RSHE**

RSHE will be taught through timetabled lessons, pastoral/tutor sessions, assemblies and dedicated events. We believe in a whole-school approach and contributions can be made by different curriculum areas. All teaching is reinforced by the general ethos of the college in creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services.

Across all key stages, students will be supported with developing the following skills:

- communication (including how to manage changing relationships and emotions);

- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision making;
- self-respect and empathy for others;
- recognising and maximising a healthy lifestyle;
- and managing conflict;

## **7. Sensitive issues and safeguarding**

It is inevitable that controversial issues may occur as part of RSHE, such as, but not limited to, divorce, rape or abortion. These issues will be addressed with sensitivity and at a level appropriate to the age group, in an objective manner, free from personal bias. Account must be taken of alternative viewpoints, for example different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students will be made aware that some information cannot be held confidential, and should understand that if disclosures are made, appropriate actions will follow. At the same time, students will be offered sensitive and appropriate support.

## **8. Confidentiality and disclosure**

It is almost inevitable that effective RSHE, which allows for open discussion to take place, may lead to disclosures from students. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Student disclosures or suspicion of abuse must be followed up with the student concerned that same day and referred to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead if the DSL is not available. They will deal with these disclosures or suspicions in line with the safeguarding, child protection and low level concerns policy.

## **9. Health professionals**

Health professionals are bound by their own professional codes of conduct, but in the classroom setting they are also bound by our policies. Outside the teaching setting, they can give one-to-one advice or information to a student on health-related matters including contraception.

## **10. Teenage pregnancy – contraception advice**

By law, teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to the legal situation and the aspect of sexually transmitted diseases. However, students should be educated as to the other sources of advice and support.

## **11. Family life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with the emphasis on respect, caring and support. This will be in the context of heterosexual and same-sex relationships. All family groupings are discussed and respected. It will include consideration of permanent, monogamous relationships.

## **12. Religion and faith**

Through curriculum plans, tutor time or personal and social development lessons, and by linking to other curriculum areas such as religious studies, students are made aware of other religions, faiths, cultures and citizenship. Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues relating to the needs of specific students, for example, discussion of some topics in a mixed sex group is forbidden in some religions.

## **13. Equal opportunities, inclusion and disability**

RSHE must be inclusive and should seek to help young people to:

- be aware of sexuality;
- understand the arguments for and benefits of delaying sexual activity;
- understand the reasons for having protective sex;
- value themselves and others;
- avoid exploitation; and
- understand the wider legal implications of the decisions they may make.

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities, it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

## **14. Children and young people in public care**

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSHE at home, in a school environment and whilst in care because of the often-disrupted pattern of their experiences. Designated staff will ensure that each young person's entitlement is met in this regard.

## **15. Lesbian, gay, bisexual and transgender (LGBTQ+)**

Within the PSHE framework, teachers should help students to develop skills to enable them to understand differences and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying. The sexual, social, emotional, and mental health needs of LGBTQ+ young people will be addressed through designated staff at the school or other externally sourced professionals.

## **16. Homophobic bullying**

Prejudiced views will be challenged and equity promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the school's behaviour policy. Through curriculum plans, tutor time, personal and social development lessons and subjects such as religious studies, work will include discrimination, social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying within any of our academies is not acceptable. We will support all students in a positive manner, observing the protected characteristics of the Equality Act 2010.

## **17. HIV/AIDS awareness and sexually transmitted infections (STIs)**

As part of the RSHE programme issues of contraception, HIV/AIDS, STIs, sexuality and abortion are addressed. Facts are presented in a balanced and objective way, with students being encouraged to consider their attitudes and values. They are made aware of the difference between fact, opinion and religious belief.

## **18. RSHE and students with special educational needs and disability**

We are an inclusive organisation. Students with special educational needs and disability will, wherever possible, follow the mainstream curriculum and may have supporting lessons from a teaching assistant. Our students' opinions will be sought and valued. Appropriate interventions will be made to enable the school to support those with special educational needs as appropriate on an individual basis.

## **19. Sexual harassment and sexual violence**

We will ensure that students understand that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are not acceptable. There will be a focus on

developing healthy relationships with an understanding of acceptable behaviour and the right of everyone to be treated well.

## **20. RSHE and students with social, emotional and mental health (SEMH) educational needs**

We will ensure that students with SEMH educational needs have RSHE with tailored support by designated staff where appropriate.

## **21. Physical health and mental wellbeing**

We will promote positive physical health and mental wellbeing. This will include coping with puberty changes.

## **22. Staff training**

RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. We will support the use of external visitors from outside the School, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **23. Monitoring, evaluation and review**

To ensure that the RSHE programme is effective in meeting the needs of students and complies with RSHE guidelines, the following strategies will be used to quality assure our RSHE programme.

- Evaluation self-review from students after specific topics or at the end of key stages.
- Comments from students and representatives of student forums.
- Whole class discussions.

## **24. Dissemination of the policy**

The policy will be located on the School's websites, alongside the appendix, and copies will be available at the school's receptions.

## **25. Parental rights to withdraw**

Our School will continue to be required to describe the teaching of RSHE and will continue to provide opportunity for consultation with parents.

Parents do not have the right to withdraw their child from any part of the relationships and health education programme in primary or secondary school.

Parents have the right to request that their child is withdrawn from sex education (other than the sex education which sits in the national curriculum as part of science). A child will have the right to opt into sex education from their 15th birthday (specifically three academic terms before their 16th birthday).

Parents wishing to exercise a right or request to withdraw must do so in writing to the Headteacher. The Headteacher will discuss the benefits of receiving this important education and any detrimental effects that withdrawal may have. The school will respect the parent's wishes to withdraw the child from sex education up to and until three terms before the child turns 16. The school will make reasonable adjustments and provide suitable work for their child(ren) at this time.

A copy of withdrawal requests will be placed in the students' educational record.

## **26. Review of the policy**

This policy will be reviewed annually. We will monitor the application and outcomes of this policy to ensure it is working effectively.

## Appendix A –RSHE Core Content Plan

|                 | <b>Year 7</b>                             | <b>Year 8</b>                           | <b>Year 9</b>                      | <b>Year 10</b>                       | <b>Year 11</b>            |
|-----------------|-------------------------------------------|-----------------------------------------|------------------------------------|--------------------------------------|---------------------------|
| <b>Autumn 1</b> | Communities                               | Communities and different families      | Managing money                     | Managing influence                   | Careers post 16           |
| <b>Autumn 2</b> | Building healthy relationships            | Equality and diversity                  | Managing relationships             | Internet safety                      | drugs and personal safety |
| <b>Spring 1</b> | Careers and planning ahead                | Future careers and skills               | Higher and further education       | Careers and work experience          | Intimate relationships    |
| <b>Spring 2</b> | Financial literacy                        | physical and mental health              | Peer influence - drugs and alcohol | Managing negative emotions           | Exam resilience           |
| <b>Summer 1</b> | Happy relationships                       | Healthy relationships                   | Healthy mind                       | Mental health                        | Exam resilience           |
| <b>Summer 2</b> | Puberty and adolescence - changing bodies | Puberty and adolescence - relationships | Intimate relationships - consent   | Intimate relationships contraception |                           |

|                 | <b>Year 12</b>                                           | <b>Year 13</b>                                          |
|-----------------|----------------------------------------------------------|---------------------------------------------------------|
| <b>Autumn 1</b> | Mental Health & Emotional Well-being                     | UCAS & Alternative Routes Post 18                       |
| <b>Autumn 2</b> | Online Safety and Healthy Relationships                  | Exam Preparation, Managing Stress and Mental Well-being |
| <b>Spring 1</b> | Substance Education & Sexual Health and Fertility        | Sexual Health and Relationships                         |
| <b>Spring 2</b> | First Aid Skills & Safety in the Wider World             | Independence & Life Skills                              |
| <b>Summer 1</b> | Economic Well-being & Careers Exploration                | Citizenship & Final Preparations Post 18                |
| <b>Summer 2</b> | Independent Learning & Introduction to Post 18 Education |                                                         |

The RSHE content delivered through PSHE, tutor time, and curriculum plans is detailed below. It aims to address the following core areas, ensuring pupils develop critical life skills and understand all relevant legal provisions.

## 1. Identity, Puberty and Health

- Puberty Changes & Adolescent Bodies: Personal hygiene, managing physical and emotional changes, body image, challenging stereotypes, and promoting self-esteem.
- Women's Gynaecological Health: Specific learning on menstrual wellbeing and conditions including endometriosis and the menopause.
- Substance Misuse: The physical, mental, and legal impacts of drugs, alcohol, and tobacco, alongside associated ethical and moral questions.

## 2. Relationships, Equality and Diversity

- Relationships & Skills: Developing positive self-image; understanding body language; building healthy relationships with family, peers, and romantic partners. Navigating platonic and sexual relationships, marriage, and coping with relationship breakdowns or abuse.
- Equality and the Law: Exploring gender roles, changing attitudes, and challenging sexism. Understanding protected characteristics under the Equality Act 2010.
- Sex, Gender and Reassignment: Teaching the biological facts of sex alongside the legal provisions for gender reassignment under the Equality Act 2010. Contested concepts regarding gender identity will be handled neutrally, objectively, and in an age-appropriate manner, without presenting them as absolute facts.
- LGBTQ+: Respectful, inclusive education regarding lesbian, gay, bisexual, transgender, and queer identities, fostering a culture of tolerance and anti-bullying.

## 3. Intimacy, Consent and Sexual Health

- Human Sexuality: Exploring sexual orientation, the expression of sex within healthy relationships, and understanding the physical and emotional arguments for delaying sexual activity.
- Consent and Boundaries: The absolute legal importance of consent, the age of consent, and the right to choose not to be sexually active. Resisting peer group, societal, and media pressures.
- Sexual Health: The importance of safe sex, contraceptive methods, family planning, and the choice of parenthood. Understanding Sexually Transmitted Infections (STIs), HIV/AIDS, and the paths to treatment.
- Abortion: Objective discussion of the legal, ethical, and moral questions surrounding abortion.

#### 4. Safety, Exploitation and Harm Reduction

- Sexual Harassment & Sexual Violence: Clear teaching that sexual harassment and violence are criminal and unacceptable. This includes a dedicated focus on non-consensual strangulation, sextortion, and image-based abuse (such as "upskirting" and "revenge porn").
- Online Behaviours & Digital Safety: Safe navigation of image and information sharing. Explicitly addressing the risks of AI-generated explicit images, digital manipulation, and deepfakes.
- Pornography, Misogyny & Incel Culture: Critical evaluation of the harms of pornography. Targeted education to challenge online misogyny, "incel" culture (involuntary celibates), and toxic online forums that negatively impact young people.
- Violence Against Women and Girls (VAWG): Understanding the root causes, signs, and societal impacts of VAWG, and how to challenge unacceptable behaviours.
- Severe Exploitation & Harm: Age-appropriate education on Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation (including gang involvement and "county lines" drug networks), hate crimes, and extremism/radicalisation.
- Agencies and Support: Clear pathways to access voluntary, statutory, and confidential help, sexual health advice, support, and medical treatment for individuals and families.

## **Appendix B – Statutory Guidance & National Curriculum Mapping**

### **Secondary DfE Outcomes**

Page numbers refer to the Department for Education’s statutory guidance on relationships education, relationships and sex education (RSE) and health education. By the end of secondary school, pupils will build on primary foundations to know about:

- Families (pp. 11-13)
- Respectful relationships, including friendships (pp. 11-13)
- Online and media (pp. 11-13)
- Being safe (pp. 11-13)
- Intimate and sexual relationships, including sexual health (pp. 11-13)

### **National Curriculum Science Alignment**

To fulfill statutory overlap, the biological aspects of the curriculum are mapped to Key Stage 3 and Key Stage 4 National Curriculum Science. These items are non-excludable under parental withdrawal rights:

- Reproduction in humans
- The structure and function of the male and female reproductive systems
- The menstrual cycle
- Gametes, fertilisation, gestation, and birth
- The biological nature of HIV/AIDS

## **Appendix C – A Values-Based and Skill-Oriented Framework**

### **1. Core Moral Framework**

Young people will be taught RSHE within a framework that models, encourages, and measures the following core values:

- Respect for self, respect for others, and honesty with self and others.
- Commitments to non-exploitation, trust, and mutual bonding within sexual relationships.
- Development of critical self-awareness, personal responsibility, and self-discipline regarding their actions.
- An exploration of the rights, duties, and responsibilities involved in sexual relationships.
- Compassion, forgiveness, mercy, and care when people do not conform to their own way of life.
- Acknowledgement and deep understanding of diversity regarding religion, culture, and sexual orientation.

### **2. PSHE Association Skill Preparation**

In line with the PSHE Association framework, this curriculum is sequentially mapped across three core themes (Health and Wellbeing, Relationships, and Living in the Wider World) to ensure young people can:

- Develop positive values to guide their decisions, judgements, and behaviour.
- Understand human sexuality, the importance of consent, and the benefits of delaying sexual activity.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Maintain the confidence, resilience, and self-esteem to value themselves and others, respecting individual conscience.
- Communicate effectively, negotiate boundaries, and resist unwanted pressures.
- Apply media-literacy skills to detect online manipulation, deepfakes, and extremist or misogynistic rhetoric.
- Protect themselves and their partners from unintended conceptions and STIs/HIV.
- Avoid being exploited or exploiting others, and successfully access confidential sexual health advice, mental health support, and treatment.

## **Appendix D – Physical Health and Mental Wellbeing**

Page numbers refer to the Department for Education’s statutory guidance on relationships education, relationships and sex education (RSE) and health education. By the end of secondary school, pupils should know about:

- Mental Wellbeing (pp. 25-32): Recognizing early signs of mental health issues, reducing stigma, and fostering emotional resilience. This includes age-appropriate, carefully handled guidance on suicide prevention and crisis support pathways.
- Internet Safety and Harms (pp. 25-32): Navigating the digital world safely, identifying toxic online spaces, and understanding the physical and mental impacts of excessive screen time.
- Physical Health, Fitness, and Healthy Eating (pp. 25-32): Maintaining a healthy lifestyle, understanding the benefits of exercise, and forming balanced relationships with food.
- Drugs, Alcohol, and Tobacco (pp. 25-32): The facts, legal constraints, and health risks associated with substance and legal-high use.
- Health and Prevention (pp. 25-32): Identifying personal health changes, the importance of self-examination (e.g., breast and testicular screening), and the role of vaccinations.
- Basic First Aid (pp. 25-32): Concepts of life-saving skills, including CPR and dealing with emergency trauma.
- Changing Adolescent Body (pp. 25-32): Understanding physical development, puberty, and the diversity of normal growth templates.

## **Appendix E – Approved Resources and Quality Assurance**

- Statutory Annex: The school sources and filters external resources in strict accordance with Annex B (pages 43-45) of the Department for Education's statutory guidance.
- Vetting Principles: All materials used within the classroom are vetted to ensure they are age-appropriate, politically neutral, factually accurate, and free from partisan or unevidenced ideological frameworks.
- Resource Access: Parents and carers are entitled to view curriculum materials and resources upon request during planned consultation windows or by contacting the RSHE Co-ordinator