



Relationships and Sex Education (RSE) Policy

June 2023

Teaching Relationships and Sex Education is compulsory in all secondary schools from September 2020 and schools are required to have a Relationships and Sex Education policy.

1. Purpose of the RSE Policy

All secondary schools are required to teach RSE and to produce an RSE policy.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in RSE, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships and Sex Education
- Give a clear statement on what the school aims to achieve from Relationships and Sex Education, the values underpinning it and why it is compulsory for all secondary schools to teach it
- Set out how Relationships and Sex Education meets schools' legal requirements to

promote well being (Children Act 2004)

prepare children for the challenges, opportunities and responsibilities of adult life

(Education Act 2006)

meet the school's safeguarding obligations

comply with the Equality Act 2010 to prevent discrimination, advance equality of opportunity and foster good relations between different groups

2. Development of the Policy

This policy was developed by a working group with representation from Senior Leaders, staff, parents and carers and governors and involved consultation with pupils, the wider staff group, parents and carers. We also consulted with Camden Learning, *(schools include other relevant groups such as local Diocesan Board/local faith and community leaders)*.

Our working group organised a series of consultations with

- Pupil Voice
- Parents and carers from different Key Stages
- Governing body
- Staff

We have taken account of the

- Statutory guidance on Relationships Education, RSE and Health Education (DfE June 2019)
- Camden's example policy 2020

- Equality Act 2010 and the Public Sector Duty

3. Links to other policies

This policy links to the PSHE and citizenship policy, the Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy and e-safety/online safety policy.

Our provision of RSE is part of our approach to supporting the health and wellbeing of young people in our school and our commitment to being awarded a Gold Award healthy school award.

4. Definition of RSE

Relationships and Sex Education (RSE) is enabling young people to learn about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and being able to seek support, and having the information and skills to be safe online and to take responsibility for their sexual health.

RSE is learning about

- Different relationships (including friendship, family, intimate, marriage/civil partnerships) and how to make and maintain healthy, caring and respectful relationships
- Healthy and unhealthy relationships, including online
- How to recognise when a family, friend, intimate or other relationship is unhealthy or unsafe and how to seek help and report concerns or abuse
- How to recognise when a relationship is coercive or controlling and know this behaviour is unacceptable and criminal and how to seek help
- Stereotypes and how they can lead to prejudice and discrimination, eg based on gender, race, religion, Special Educational Need (SEN), disability or sexual orientation
- Different types of bullying, the impact it has and how to prevent it, how to get help and how to report it
- The concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- Equality and protected characteristics* and the importance of respecting difference
- Gender identity and building a positive sense of gender identity
- How to recognise risk and the negative impact of some online material (including on relationships) and understand what is legal and appropriate to share and the importance of respect for others online and where to get support
- The features of healthy one-to-one intimate relationships
- How to manage sexual pressure, including resisting pressure and the choice to delay sex or be intimate without sex
- Reproductive health including fertility and infertility and menopause
- What makes successful parenting and the roles and responsibilities of parents
- Contraceptive choices
- Pregnancy including miscarriage and pregnancy options (including abortion)
- STIs including HIV/AIDS, how they are transmitted, treated and prevented
- The impact of alcohol and drugs on sexual behaviour
- Where to get confidential sexual and reproductive health advice and treatment

*Protected characteristics as defined in the Equality Act 2010 including religion or belief, disability, sexual orientation, gender and gender reassignment

5. Why teach RSE at secondary school?

The government has made Relationships and Sex Education a statutory part of the curriculum and we agree that this is a crucial aspect of the secondary curriculum.

Through Relationships Education young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and how to be safe online.

For these reasons parents do not have the right to withdraw their child from Relationships Education.

Through sex education young people learn information that will enable them to take responsibility for their sexual health and reduce the risk of sexually transmitted infections and unplanned pregnancy.

6. Values promoted through SRE

Our ambition is for every pupil to feel included and supported and to develop healthy, respectful and caring relationships and to have the knowledge and skills to live healthy and safe lives. We are an inclusive school that promotes diversity and equality.

We want all pupils to feel that the content of RSE is relevant to them and their developing sexuality and that they understand the society in which they are living and growing up in, as well as be respectful of others and difference.

We believe that RSE promotes the aims and values of our school which include

- Respect for self and others
- Kindness and consideration for others
- Commitment, trust and love within relationships
- Promoting equality and respecting rights and responsibilities in relationships
- Respecting difference and diversity, including religion, race, gender identity and sexual orientation
- Preventing prejudice and discrimination based on sexual orientation, disability, ethnicity, religion or belief, gender and gender reassignment*
- Promoting gender equality, challenging gender stereotypes and inequality
- Valuing family life and stable, loving and committed relationships, including marriage and civil partnerships, for bringing up children
- Everyone has the right to a healthy and safe relationship

*protected characteristics as enshrined in law through the Equality Act 2010

7. Aims for RSE

Our RSE programme aims to help young people

- Develop the confidence to talk, listen and think about relationships in a positive and supportive environment
- Develop the skills to make and maintain healthy, caring and respectful relationships- friendships, family and intimate relationships

- Recognise unhealthy or unsafe relationships, including in friendships and within the family, with adults they may encounter (including online) and within intimate relationships, and how to seek help
- Manage sexual pressure, including resisting pressure and understand the choice to delay sex or be intimate without sex
- Respect different relationships including heterosexual, gay, lesbian and bisexual
- Challenge and prevent discrimination based on difference eg sexual orientation, gender identity, race, SEN and disability
- Recognise and prevent all types of bullying and prejudice-based language including sexist, sexual, homophobic, biphobic and transphobic language and bullying and develop the confidence to report it
- Understand the spectrum of gender identity including transgender and challenge gender stereotypes and inequality and promote equality and respect in relationships
- Recognise risk and how to be safe online and behave appropriately and respectfully
- Know where and how to seek information and advice when they need help
- Understand what affects reproductive health
- Understand what makes successful parenting and the roles and responsibilities of parents
- Understand about pregnancy and the choices available
- Prevent the spread of sexually transmitted infections and prevent unplanned pregnancy

Pupils will also be taught about the emotional, social and physical changes at puberty which is a statutory part of Science and Health Education.

8. Content and Organisation of the RSE Programme

Where is RSE taught and what is taught?

RSE will be taught as part of the planned PSHE curriculum in every Year covering knowledge and skills appropriate to the age and maturity of pupils. Each Year builds on what has been learnt in the previous Years.

Puberty will be taught through Science and PSHE lessons.

See Appendix 1 Biological aspects of statutory Science

See Appendix 2 for the requirements for teaching statutory RSE and puberty (in Health Education)

See Appendix 3 RSE curriculum in each Year (school includes the scheme of work or summary of content for each year)

Who teaches RSE?

RSE will be taught by (school to include model of delivery eg the Form Tutor/ specialist RSE team)

We sometimes involve external agencies to support the teacher-led RSE eg sexual health advisers from local sexual health clinics. We also host a workshop on gender and gay lifestyles.

When visitors are involved in RSE we will

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- provide follow up lessons

TAs and Learning Mentors support individual pupils to ensure the RSE meets their individual needs.

How RSE is taught:

- All pupils are taught in mixed groups to ensure that boys and girls learn the same information and have the opportunity to discuss and hear a range of viewpoints. If this happens pupils will still cover the same content.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality and do not discuss personal experiences or issues or ask information of each other or the teacher. Staff do not discuss details of their personal experiences or relationships with pupils.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate. We also use question boxes so that pupils can ask questions anonymously.
- Resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is inclusive, appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender identity, sexual orientation, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups.
- Teachers do not offer individual pupils advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships we include an understanding of different types of relationships, including lesbian, gay and bisexual relationships. When teaching about families we include a broad range of family structures that reflect the diversity amongst pupils to ensure all pupils feel their family is valued. These include: families with a single parent; parents who are married, parents who are not married, parents who are divorced, lesbian, gay, bisexual or transgender parents; children living between two homes with step parents and step siblings; in foster homes; in residential homes and living with relations other than biological parents. When teaching about gender we include an understanding about gender identity and diversity. Through our teaching young people understand the society in which they are living and growing up in, as well as developing respect for others and difference.

- Homophobic, biphobic and transphobic references, language and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- We will emphasise the importance of strong and supportive relationships for family life, including marriage and civil partnership (both opposite and same-sex couples)

Right to withdraw children from Sex Education

Parents or guardians do not have the right to withdraw their child from Relationships Education but they have the right to withdraw their child from some or all of the sex education parts of statutory RSE

This right is available to parents up to and until three terms before the child turns 16. After that, if the child wishes to have sex education it will be provided.

In this school the Sex Education parts of statutory RSE are defined as the teaching about

- The choice to delay sex or to be intimate without sex
- Pregnancy choices including abortion
- The impact of alcohol and drugs on sexual behaviour
- How and where to get confidential sexual and reproductive health advice and treatment

We hope that parents and carers will support this important part of young people's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children in these aspects of statutory sex education themselves and so parents have the right to request that their child is withdrawn from these aspects.

If a parent wishes to withdraw their child from these sex education lessons they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning about these aspects. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use these with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Even when a child has been withdrawn from sex education lessons, if the child should ask questions at other times, these questions would be answered honestly by staff in the context of the question being asked. Staff may talk to parents about the questions children are asking.

There may be exceptional circumstances when the school may not agree the request, based on the needs of the child and this will be discussed with the parent.

Science National Curriculum

All secondary schools are required to teach the Science National Curriculum which covers biological aspects; human reproduction, menstrual cycle, fertilisation, pregnancy and birth, hormonal and non-hormonal methods of contraception, sexually transmitted infections (including HIV/AIDS) See Appendix 1.

Parents do not have the right to withdraw from Science.

Health Education and Puberty

All secondary schools are required to teach statutory Health Education that includes teaching about puberty. This is covered in Year 7.

Parents do not have the right to withdraw from Health Education.

How sex education, biological aspects of science and puberty is taught?

These are taught through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, in some circumstances single sex groups can discuss issues with a teacher of the same gender. Some students may need one to one teaching if they have learning difficulties for example.

We provide a question box so that pupils can anonymously ask questions and these are then answered by the teacher.

9. Involving Pupils

To ensure the RSE programme meets the needs of all pupils, the PSHE Coordinator involves pupils in evaluating the programme each year through written feedback opportunities.

10. Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too through the ground rules agreed at the start of the lesson. Pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first, if possible, and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures.

This school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSE in the classroom they are bound by the school's RSE policy

11. Assessing RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of science and PSHE.

12. Monitoring and evaluating RSE

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE, which also involves the school council.

13. Training staff to deliver RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

14. Engaging and Involving Parents/Carers

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance

parental views with our commitment to comprehensive Relationships and Sex Education and compliance with the statutory guidance and Equality Act.

We will take every opportunity to inform and involve parents and carers by

- Consulting with parents when developing the RSE policy and when it is reviewed
- Publishing the RSE policy on the school's website
- Including a summary of the content and organisation of the RSE curriculum in school information
- Providing information about content of the RSE teaching programme as part of the termly information on the curriculum
- Inviting parents and carers to a workshop to find out about the RSE teaching programme

15. Disseminating the policy

A copy of this policy is on the school website. It is included in the

- Staff Handbook
- Governor Handbook

A summary is included in the school prospectus and on the Parent's notice board. Copies are supplied to visitors who are involved in providing SRE in school.

When the policy is being reviewed, parents are informed through the newsletter and school's website.

Key contacts:

PSHE Education Co-ordinator:	Mike Kelly
SRE Lead:	Mike Kelly
Lead Governor:	Dr Nicky Rogal
Designated Safeguarding Lead	Jemma Michelson
Healthy School Lead	Mike Kelly

Date updated: June 2023

Next due for review: June 2026

Date approved by governing body: 15/06/23

Appendix 1 Biological aspects of statutory Science

Key Stage 3

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4

Health, disease and the development of medicines

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDS)

Coordination and Control

- hormones in human reproduction, hormonal and non-hormonal methods of contraception

Appendix 2 Requirements for teaching statutory RSE and puberty (in Health Education)

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Topics	Pupils should know
Families	<ul style="list-style-type: none">• 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 protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• why marriage is an important relationship choice for many couples and why it must be freely entered into• the characteristics and legal status of other types of long-term relationships• the roles and responsibilities of parents with respect to the raising children, including the characteristics of successful parenting• how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed <p>*marriage including both opposite sex and same sex couples</p>
Respectful relationships, including friendships	<ul style="list-style-type: none">• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship• 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

	<p>normalise non-consensual behaviour or encourage prejudice)</p> <ul style="list-style-type: none"> • 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 relationships 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	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include

relationships, including sexual health	<p>mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <ul style="list-style-type: none"> • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, 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 pressurising 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. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/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
---	--

What pupils should know in Health Education by the end of SECONDARY

Changing adolescent body	<ul style="list-style-type: none"> • 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
---------------------------------	---

Appendix 3

PSHE Statement of Intent

Our Vision

Personal, Social, Health and Economic (PSHE) education is a school subject which helps students develop the knowledge, skills and attributes to stay healthy and safe now and prepare for their futures. We believe that good PSHE education also helps students to achieve their academic potential. Our intent is to provide an academic PSHE curriculum that provides opportunities for students to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our PSHE curriculum focusses on three core themes which borrow heavily from the work of The PSHE association:

- Health and wellbeing
- Relationships
- Living in the wider world

Our PSHE curriculum aims to enable students to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain.

Preventative PSHE education helps students to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, therefore supporting positive behaviour and attitudes.

Overall aims The PSHE programme at our school aims to make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. It aims to help students develop in the following key areas: We will:

- Help students to aspire to be the best they can be, to have dreams for their future and know what is required to reach them.
- Provide opportunities for our students to learn about rights and responsibilities and appreciate what it means to be a valuable member of an ever-changing diverse society.

We will help them to understand and consider many of the moral, social and cultural issues that are part of growing up in Modern Britain.

- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Stimulate, challenge and nurture student's spiritual, moral, social and cultural curiosity.
- Help students to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident.
- Help students to have a good understanding of themselves, to have empathy, an ability to work with others and to form and maintain positive relationships treating everyone equally with tolerance and respect.
- Teach our students age-appropriate understanding of healthy relationships through appropriate relationship and sex education.
- Teach our students about personal safety (online and off-line) and we will ensure students know where and how to get help if needed.

We also help to develop a set of overarching concepts that run throughout the programme of study. These are as follows:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world and the use of drugs).
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)

Format

PSHE is delivered through our weekly PHSE lesson, citizenship and collective time. Lessons consist of discussion and activities. Sessions are often delivered by outside organisations such as Brook, Amy Winehouse Foundation, Camden Detached Service, Fitzrovia Youth Action and Diversity Role Models.

Content

The content of the programme is based on the syllabus created by the PSHE association. The PSHE Association content that most suits the needs of the cohort is prioritised e.g. a focus on mental health.

Assessment

At the end of each PSHE lesson students complete an evaluation form which is then used to help plan the programme for forthcoming terms and improve delivery.

Safeguarding

Sometimes there can be subject matter that our students may find distressing (given our knowledge of their backgrounds) in such circumstances the class will be given a ‘trigger warning’ with the option to sit out of the class.

