



22 March 2021

Dear Parents and Carers

As a part of your child's education at Tupton Hall, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme taught during tutor time, called Character. This is the subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. From the summer term 2021 we will be introducing the new RSHE mandatory curriculum into our Character sessions.

Many of the topics that are now mandatory in the new RSHE requirements are already covered in our current Character curriculum, but please visit the school's website to view the new RSHE draft policy: [www.tuptonhall.org.uk/attachments/download.asp?file=147&type=pdf](http://www.tuptonhall.org.uk/attachments/download.asp?file=147&type=pdf)

We had hoped to invite you to attend a parent information meeting about the new RSHE requirements to find out more about what your child will learn, view the materials being used in sessions and discover how you can best support your child to discuss these topics at home. However this is not possible in the current climate. Instead we would ask you to complete a survey on the new guidance by following the link below:

[https://forms.office.com/Pages/ResponsePage.aspx?id=QsorYuQjDEimymgXOXVgQ7wn-mhd4iZnjs\\_4qGyzaNtUQzc0OEZPUURHWEw1UkZBUjNGTjQ5SU80RC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=QsorYuQjDEimymgXOXVgQ7wn-mhd4iZnjs_4qGyzaNtUQzc0OEZPUURHWEw1UkZBUjNGTjQ5SU80RC4u)

As a school, we are committed to working in partnership with parents and our community; ensuring that the RSHE curriculum meets the needs of the statutory requirements and is also tailored to meet the needs of our community. Completing the survey will help shape our RSHE curriculum and RSHE policy.

If you would like to find out more, view the resources being used in lesson or discuss any concerns, we would urge you to complete the survey to ensure your voice is heard. If you have additional questions or concerns, please email [r.holland@tuptonhall.org.uk](mailto:r.holland@tuptonhall.org.uk)

Yours faithfully

Mrs R Holland  
Assistant Headteacher



Tupton Hall School will cover the following content in PSHE/RSHE lessons by the end of secondary school:

<b>Families</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to the raising of children.</li> <li>• How to: determine whether peers, 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.</li> </ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage</li> <li>• 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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>



<b>Online and media</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• That specifically sexually explicit material often 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.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> </ul>



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|  | <ul style="list-style-type: none"><li>• 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.</li><li>• How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul> |
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