



The HENRY
BEAUFORT *School*

Relationships and Sex Education Policy

Policy amended by:	Mrs Briggs	September 2022
Consultation by:	SLT	September 2022
Reviewed and recommended by:	Welfare Committee	14/09/2022
Approved by:	Welfare Committee	14/09/2022
To be Reviewed by:	Mrs Briggs	January 2024

1. Defining and aim of Relationships and Sex Education

- Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

RSE will give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable young people to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex. It will teach what acceptable and unacceptable behaviour in relationships is. This will help students understand the positive effects that good relationships have on their mental wellbeing, identity when relationships are not right and understand how such situations can be managed.

Source - DfE RSE Guidance 2019

Rationale:

This policy covers our school approach to the delivery and teaching of Relationships and Sex Education. We believe relationship and sex education is important for our school because it is an integral part of a young person's preparation for life. We view the partnership of home and school as vital in providing the context in helping their children to cope with the emotional and physical aspects of growing up. Through the use of relevant and caring teaching techniques we aim to ensure that students of all ages and abilities will have the opportunity to explore, discuss and gain an understanding of the fundamental components of the Relationships and Sex Education in order to be able to make informed decisions where necessary in their lives.

2. Statutory Requirements:

As a Secondary School we must provide RSE to all student as per section 34 of the [Children and Social Work Act 2017](#) and the new statutory guidance from DfE 2020. Schools are also required to comply with the relevant requirements of the Equality Act 2010 with particular relevance to the fact that schools must not unlawfully discriminate against students because of their 'protected' characteristics. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for RSE.

In addition, the *Ofsted Guidance from the School Inspection Handbook (September 2019)* clearly states that all schools are required to teach relationships education (key stages 1 and 2), relationships and sex education (key stage 3 and 4) and health education (all key stages 1-4) from September 2020. This is to develop pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education. Primary-age children must be taught about positive relationships and respect for others,

and how these are linked to promoting good mental health and well-being. In addition, sex education will be mandatory at secondary level.

At The Henry Beaufort School we teach RSE as set out in this policy. Further details of the RSE curriculum content can be found in the school's Personal Development (PD) curriculum map and schemes of work. Our approach to RSE and the development of this policy has been created in consultation with staff, students, parents and governors to ensure it meets the needs of our community.

Relationships and Sex Education is developmental and should be taught at a level appropriate to the age and stage of development of the child. Consequently, it needs to be taught at several different stages in different ways. A key factor in Relationships and Sex Education is self-esteem, which in itself can be affected by a range of factors. Relationships and Sex Education can explore these influences and encourage young people to become aware of the options open to them, enabling them to take charge of their own behaviour.

It has to be acknowledged that this is an age of increasing sexual awareness, where coverage by the media and social networking has highlighted the issue to such an extent that it is now necessary to present students with accurate and sensitively handled information about sex and related issues.

In summary we aim:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, providing factual biological information human reproduction, giving students an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships
- Promote responsible behaviour and the ability to make informed and independent decisions concerning sexual matters.
- To promote and uphold the school values of Pride, Happiness and Ambition.

3. Delivery of RSE

The Personal Development Co-ordinator has oversight of Relationships and Sex Education across the curriculum.

Delivery:

RSE is taught both in discreet topics but content is also covered over a range of Personal Development areas which ensures a more cohesive and embedded approach to the subject. Delivery of the RSE curriculum is varied and adapted as needed for student need to ensure the content is accessible to all, including those with SEND.

A. Relationships and Sex Education Lessons for all Year 10 Students

- One lesson per fortnight that are taught by experienced staff in this area.
Lessons cover;
 - i. Families
 - ii. Respectful relationships

- iii. Online and media
 - iv. Being safe
 - v. Intimate and sexual relationships, including sexual health
 - vi. The Law
- Parents in Year 10 will be given information on the content of the RSE programme during an Information Evening presented by the HoY.
- B. Personal Development Programme
- Bespoke timetabled days covering all aspects of personal development across 5 dedicated days off timetable (for full coverage please see PD Day information on the website). These sessions are led by specific staff who specialise in teaching in this area.
- C. Friday Year Tutor Programme
- Each Friday tutor is run in year tutor groups rather than vertical tutoring, at set times in the year. These sessions are led by year group tutors and quality assured by the HOY.
- D. Planned aspects within the IT, Religious Education and Science curriculum.

Across all years, students will be supported in 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
- Managing conflict
- Discussion and group work

Teaching approaches:

A variety of approaches are used to give students relevant information so that moral issues can be explored through discussion and to enable students to acquire appropriate skills. Visiting speakers are used where appropriate and they are required to work within the framework of this policy. Teachers will be present when a visiting speaker takes part in a lesson. In addition, staff responsible for the delivery of RSE will comply with the following;

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Student groupings:

Students are predominantly taught in mixed gender and ability groupings. All topics are taught within a year group setting to ensure the content covered is age appropriate. Students are expected to engage fully in RSE and when discussing issues related to RSE, will treat others with respect and sensitivity.

Resources:

Materials - In addition to published Science texts, a wide range of teaching resources are available to teachers and for inspection by parents through the PD Co-ordinator or HoY or AL/HoD as appropriate.

4. Monitoring and Evaluation

- a. Year 10 RSE Lessons
 - i. Lessons are prepared and resourced by the PD coordinator
 - ii. Lessons taught by experienced staff in this area.
 - iii. Staff are provided regular CPD throughout the year and this is quality assured by the PD coordinator.
 - iv. Learning walks will take place periodically throughout the year.
 - v. Book scrutiny by PD Coordinator.
 - vi. Internal assessments for students.
- b. PD Days
 - i. Lessons are prepared and resourced by the PD coordinator
 - ii. Sessions are led by specific staff who specialise in teaching in this area.
 - iii. Work is recorded in PD day books throughout the year and quality assured by PD Coordinator.
- c. Friday Tutor Programme
 - i. Sessions are prepared and resourced by HoY and PD Coordinator.
 - ii. Sessions are led by year group tutors and quality assured by the HoY and monitored by the PD Coordinator.
- d. Subject specific content is delivered across the schools five year curriculum, such as IT, Science and Religious Education. This is quality assured by Academic Leaders or Heads of Department and delivered by subject specialists who have regular CPD.

5. Specific Issues**a) Parental Partnership**

Parents' have the right to withdraw their children from the non-statutory components of RSE (some or all of the components of sex education).

The school works actively to ensure that parents have prior understanding of the content that will be delivered in the RSE curriculum, giving parents the opportunity to withdraw from non-statutory elements of the curriculum.

Requests for withdrawal should be put in writing and addressed to the head teacher or the named PD Coordinator. A copy of withdrawal requests will be placed in the student's educational record. The head teacher will discuss the request with parents and take appropriate action.

All requests will be treated in confidence and considered carefully by the Head teacher and the named PD Coordinator.

b) Confidentiality and Advice

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

- i) Disclosure of suspicion of possible abuse
The school's child protection procedures will be invoked.
(See Child Protection and Safeguarding Policy).
- ii) Disclosure of pregnancy or advice on contraception -
It is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported. The school will always encourage students to talk to their parents first:
 - Students should be asked whether they can tell their parent(s) and whether they want help in doing so;
 - If students refuse to tell their parent(s) the adult should refer them to a health professional; the adult should report the incident to the Headteacher who will make a decision regarding contact with the parent(s).
 - As a school we will adhere to the Information Sharing and Confidentiality Policy (Hampshire children's services)

Professional information and guidance will always be sought from a health professional

Students will have access to information about local services, i.e., Family Planning Clinic, Doctor Surgeries.

6. Dissemination of the Policy

The governing body approve this policy. The Headteacher ensures its implementation. The policy is shared with all staff each year and for those involved in direct teaching, guidance will be provided throughout the year. The Policy is available on the school website.

7. Other Policies or guidance which have relevance to Relationships and Sex Education are:

Child Protection Policy
Safeguarding Policy
Equal Opportunities Policy
Anti Bullying Policy
Personal Development Programme (see website)
Tutor Programme curriculum (see website)
Subject specific curriculums (see website)

Appendix 1: DfE – By the end of secondary school students should have knowledge of:

<p>Families</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • 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 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 raising of 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>Respectful relationships, including friendships</p>	<p>Students should know:</p> <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 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.

	<ul style="list-style-type: none"> • 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.
<p>Online and media</p>	<p>Students should know:</p> <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 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 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.
<p>Being safe</p>	<p>Pupils should know:</p>

	<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).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • 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 and the menopause. • 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.

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| | <ul style="list-style-type: none">• 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. |
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Appendix 2: Personal Development Curriculum Mapping 2021-22 (without Citizenship, British Values and Careers)



The star symbol on this curriculum map represents topics within the core themes that explicitly cover content within RSE.

PD Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Health and Wellbeing	<ul style="list-style-type: none"> ★ Transition to secondary school • Healthy lifestyles – diet, physical activity ★ Managing puberty physically and emotionally. • Safety – road, cycle and water safety. First Aid 	<ul style="list-style-type: none"> • Drugs Ed – smoking, alcohol, illegal substances, law and peer pressure. • Mental Health and emotional wellbeing, including body image and self-esteem. 	<ul style="list-style-type: none"> ★ Choices – risky behaviours, knife and gang related crimes. Gambling and debt. ★ Positive relationships. 	<ul style="list-style-type: none"> • Drugs Education – DSMF ★ Evaluating the social and emotional risks of drug use. • First Aid in response to drug use. 	<ul style="list-style-type: none"> • Mental health and ill health, stress, tackling stigma. • Promoting self-esteem and coping with stress • Learning revision skill to maximise potential • Risky behaviours such as knife crime and the law, learning to take responsibility.
Living in the wider world	<ul style="list-style-type: none"> ★ Morals and Ethics – character building, diversity and prejudices. Making ethical financial decisions. • Introduction to Careers (trip). 	<ul style="list-style-type: none"> • Anti-bullying • Human Rights – stereotyping, discrimination, respecting religion. ★ Challenging career stereotypes and raising aspirations as part of the GCSE process. 	<ul style="list-style-type: none"> • Understanding careers and future aspirations. • Identifying learning strengths and setting goals. • Saving, spending and budgeting our money. • Risks and consequence making financial decisions. • Tackling disability discrimination. 	<ul style="list-style-type: none"> ★ Preparation for Work Experience – CVs, interview preparation, skills and • Evaluating Work Experience and the readiness for work. • Tackling Racism and Discrimination. 	<ul style="list-style-type: none"> • Future pathways – personal statement, goal setting, character building. • Understanding the causes and effects of debt. • Risks associated with gambling.
Relationship and Sex Education (RSE)	<ul style="list-style-type: none"> ★ Puberty ★ Respectful relationships, team work, managing friendships. 	<ul style="list-style-type: none"> ★ Peer pressures – positive and negative. ★ Online safety – mobile phone use. Managing online friendships. 	<ul style="list-style-type: none"> ★ Sexuality ★ Healthy relationships and consent ★ The risks of STIs and contraception. ★ Tackling homophobia, transphobia and sexism. 	<ul style="list-style-type: none"> ★ RSE SoW for Year 10. ★ Exploring the influence of role models. ★ Managing change and loss. 	<ul style="list-style-type: none"> ★ Challenging extremism and radicalisation.

Appendix 3: RSE requirements across the curriculum

Families	Students should know:	YEAR 10 LESSONS:	PD DAYS:	OTHER:
	<ul style="list-style-type: none"> • 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 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 raising of 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>UNIT 5 -</p> <ol style="list-style-type: none"> 1. Transgender Kids 2. Adopted Children 	<p>Year 7 Morals and Ethics</p>	<p>RE Child Development Health and Social Care</p>

Respectful relationships, including friendships	Students should know:	YEAR 10 LESSONS:	PD DAYS:	OTHER:
	<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 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 relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	<p>UNIT 1 -</p> <ol style="list-style-type: none"> 1. Types of relationships 2. Conflict 3. Abuse 4. Coercive Control 5. Homosexuality 6. Consent 	<p>Year 7 Team Building and New Challenges.</p> <p>Year 8 Human Rights Online Safety</p> <p>Year 9 RSE</p>	<p>Tutor Programme</p>

	<ul style="list-style-type: none"> 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. 			
<p>Online and media</p>	<p>Students should know:</p> <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 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 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. 	<p>YEAR 10 LESSONS:</p> <p>UNIT 4 -</p> <ol style="list-style-type: none"> What is Pornography Sharing sexual images Kayleigh's love story 	<p>PD DAYS:</p> <p>Year 8 Online safety</p>	<p>OTHER:</p> <p>Tutor Programme ICT</p>

	<ul style="list-style-type: none"> • how information and data is generated, collected, shared and used online. 			
Being safe	<p>Pupils should know:</p> <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). 	<p>YEAR 10 LESSONS:</p> <p>UNIT 3 -</p> <ol style="list-style-type: none"> 1. FGM 2. Cancer 	<p>PD DAYS:</p> <p>Year 8 Online safety</p> <p>Year 9 RSE</p> <p>Year 11 Risky Behaviours</p>	<p>OTHER:</p> <p>RE</p>
Intimate and sexual relationships, including sexual health	<p>Students should know:</p> <ul style="list-style-type: none"> • 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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	<p>YEAR 10 LESSONS:</p> <p>UNIT 2 -</p> <ol style="list-style-type: none"> 1. Sex and the Law 2. Contraception 3. STIs 4. Teenage Pregnancy 	<p>PD DAYS:</p> <p>Year 9 RSE</p> <p>Year 11 Risky Behaviours</p>	<p>OTHER:</p> <p>Child Development</p> <p>Science</p> <p>RE</p>

	<ul style="list-style-type: none"> • 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. 			
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Appendix 4: RSE parental letter

Dear Parent

I am writing to inform you about a change in the curriculum for your child going into Year 10. It is now statutory for every secondary school to deliver curriculum content to students about Relationships and Sex Education (RSE). Whilst this is covered in our Personal Development Days that take place throughout the year, students in Year 10 now have one lesson dedicated to RSE on their timetable and this will apply to you child next year.

These lessons will be delivered by teaching staff from The Henry Beaufort School and the lessons are an opportunity to provide students with knowledge on these subjects as well as the opportunity to discuss various topics and themes. Over the course of the next academic year, your child will cover the following key topics in their RSE lessons:

- Respectful relationships, including friendships.
- Intimate and sexual relationships, including sexual health.
- Being Safe
- Online and Media
- Families

Within each key area, students will cover a number of specific themes. If you would like further detail about the content of RSE lessons and an overview of the course, this information can be found on the school website within the curriculum pages.

In addition to this, a copy of our Whole School Policy on Relationships and Sex Education can also be found on our website in the 'Our School' section.

As a school, we take every care to ensure that these lessons are delivered in a caring and understanding way, so that our students feel safe and respected when discussing the issues covered.

Whilst the teaching of RSE is now statutory, as parents you do have the right to withdraw your child from the non-statutory components of Sex Education. If this is something that you wish to do, please contact your child's Head of Year.

We have made every effort to ensure that our curriculum offer for RSE is carefully planned to cover the statutory content and content that is relevant to our students. However, if there is anything that you feel would be beneficial for our students to know about with regards to RSE, please add this information to the Microsoft Form.

Alternatively, I would be happy to discuss any issues or answer any questions via email or telephone.

I would be grateful if you could complete the short Microsoft Form attached to this letter to confirm that you have read and understood the information given in this letter.

Yours sincerely,

Mrs H Briggs

RSE Coordinator