



Relationships and Sex Education Policy (RSE) 2024 – 2026

Chair of Governors signature	
Headteacher signature	
Policy type (statutory / non-statutory)	Statutory
Date	To be approved at FGB on 31st January 2024
Next review date	January 2026



Relationships and Sex Education Policy (RSE)



Rationale

This policy outlines our school's approach to the teaching of Relationships and Sex Education (RSE). It was produced through consultation with pupils, parents, staff and governors. We view the partnership between home and school as vital in providing the context for our teaching and learning in this area.

We define RSE as being about the emotional, social and cultural development of pupils. It involves learning about healthy and unhealthy relationships, healthy lifestyles, diversity, personal identity, how our bodies change as we grow and how babies are made and born. RSE involves acquiring information and forming positive attitudes, beliefs and values about relationships and sexuality. It includes understanding about growing up and reproduction, but it is also about being able to make respectful, informed and safe decisions. Paramount importance is placed on forming and maintaining healthy relationships and on pupils growing into young people who appreciate and practise values of self-esteem, self-worth and self-respect. Furthermore, it is about gaining an understanding of human sexuality within the context of a stable and loving relationship. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

We believe that the teaching of RSE at our school is underpinned by our values and ethos. We intend for our pupils to:

- Develop the skills and understanding to live healthy and confident lives
- Develop the confidence to talk, listen and think about their feelings and their relationships
- Make healthy and informed choices and form positive relationships
- Develop positive attitudes, values and beliefs and challenge negative attitudes and prejudices
- Respect the views of others
- Enter puberty, prepared for the changes that will take place
- Understand about puberty, reproduction and sexuality
- Understand that a variety of families exist
- Make sense of misinformation in the media and from peers
- Seek help for themselves or others (through knowledge of organisations and helplines such as the NSPCC and ChildLine, Shout, Young Minds)

Aims and Objectives

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide a consistent approach to RSE that ensures progression and continuity throughout the school from Year 3 to Year 6 (as well as taking into account teaching and learning progression from Reception -Year 2 from our linked infant schools)
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Enable parents/carers to support their children's learning about RSE

- Enable us to fulfil our vision of equipping our children with the knowledge and skills to navigate life successfully

Roles and Responsibilities

The governing body will approve and ratify the RSE policy and hold the head teacher to account for its implementation. The head teacher, in conjunction with the PSHE/PDL lead – our SENCo at Droxford - is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Anticipating and responding to the needs of individual pupils and making effective prior arrangements to ensure teaching and learning meets learning needs, including and particularly for children with SEND (in conjunction with the SENCo)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE and ensuring they follow procedures for engagement by directing them to the head teacher

As with all subjects, pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Statutory Requirements

All primary schools are required to deliver Relationships Education and Health Education (since September 2020) and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education covers the key facts about puberty and the changing adolescent body.

Guidance for the development of this policy has been drawn from:

- The PSHE Association
- Coram Life Education Skills Primary Relationships Education
- Relationships education, relationships and sex education (RSE) and health education (DfE 2020)
- Education Act (1996)
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping Children Safe in Education (2023)
- Children and Social Work Act (2017)

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE lead collated all relevant information including relevant national and local guidance
2. Staff consultation – School staff were consulted on existing RSE and their opinions considered on the curriculum and implementation. All school staff and governors were given the opportunity to consult over the policy. Reviews take place as part of curriculum and policy review.

3. Parent consultation – Initially a focus group to inform the policy development and approach to teaching RSE was undertaken. Reviews take place as part of curriculum and policy review and are sent out to all parents/carers.
4. Pupil consultation – we investigated what exactly pupils want from their RSE in terms of what they viewed as important, curriculum content and teaching approaches. Views are gathered through curriculum focus afternoons throughout the school year and pupil voice surveys.
5. Ratification – once amendments were made, the policy was shared with governors and it was adopted as a policy

Curriculum Design

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 2 and 3

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers). We encourage families to be open with us about their circumstances so that we may best support our pupils. We seek to ensure inclusion in our teaching and learning and value all relationships and sexualities equally. We will discuss these openly when teaching about different types of relationships and ensure pupils see representation of a range of family and relationship structures through the resources on offer, including LGBTQ+ relationships. Talking and support organisations, such as Young Minds, and NSPCC, may also be referenced. Through our wider PDL/PSHE curriculum, pupils will be able to further explore concepts of identity and discuss ways in which stereotypes, the role of the media and hurtful behaviour can be challenged. In line with our equalities policy, we believe that all pupils have the right to an education that meaningfully represents them, irrespective of their race, gender, disability/SEN, belief, sexual orientation or socio-economic background. Where this has not been previously considered we will seek to rectify this in partnership with parents/carers.

Our curriculum is set out as per Appendix 2 and 3 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers which may be misleading or inappropriate online.

Delivery of RSE

We believe very strongly that RSE should be taught as part of our whole school approach to PDL/PSHE (Personal Development Learning/Personal Social Health and Economic Education) and delivered within the context of a safe and trusted learning space. Primarily, therefore, RSE will be delivered by a pupil's class teacher, however, there will be some occasions where a female or male member of staff will teach certain lessons to provide further support. Support may also be given by outside agencies such as the School Nurse, the NSPCC or Coram Life education workshops. If visitors are involved in RSE we will ensure that we provide them with an up-to-date copy of the school's RSE and safeguarding policy and ensure that they adhere to it. The class teacher will be present throughout. We will also plan and evaluate their contribution as part of the school's RSE teaching programme.

While teaching RSE, teachers and other adults initially set ground rules. These protect teachers from answering questions which are too personal as well as laying out clear expectations of how pupils should treat adults and peers. Teachers do not discuss their personal relationships, experiences, opinions or sexual orientation with pupils.

All staff teaching RSE will be supported by the PSHE subject lead in partnership with SLT. We ensure that teachers evaluate and reflect on their teaching to ensure consistency across learning bases and inform future planning. We ensure that language used to discuss different aspects of RSE is positive and gives space for pupils to discuss subjects sensitively and comfortably.

Answering pupils' questions

A question box is provided at the start of Year 5 and 6 RSE. This enables children to ask questions anonymously and for teachers to answer questions that they deem suitable. Questions and answers can then be shared in further class discussions or smaller group settings. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE. Teachers will refer pupils to the appropriateness of questions and advise that they talk to their parents further. There is also scope for questions to be answered in a single sex group.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this occurs, teachers will consult with the Designated Safeguarding Leads and follow our safeguarding and child protection policies. We will also be alert to those who may be vulnerable to the risks of Child Sexual Exploitation (CSE).

Organisation of lessons

RSE is taught in mixed groups to encourage boys and girls to work together and learn about the changes and experiences each will go through. Our pupil surveys showed that our children feel that it is important they understand and can support each other's experiences. Single sex lessons for Year 5 and 6 will also be utilised as a teaching tool for the more detailed exploration of some teaching and learning objectives – again, our children felt that it was important they could have some single-sex discussions, which may enable them to feel more relaxed in discussing personal topics. This was also reflected in parent focus group responses. Where possible, a teacher/educational professional of the same gender will support groups of children of the same gender in order to provide a more comfortable environment of openness and trust.

Inclusion

The RSE policy reflects, and is in line with, our equal opportunities policy and the school ensures that the teaching of RSE is inclusive, appropriate and relevant to all pupils.

In some cases, agreed after consultation with parents/carers and SLT, specific differentiation may be required and specialist resources may be used to respond to individual needs. In some cases pupils may work in small groups or individually to access their RSE. This will always be supported and directed by the class teacher.

All aspects of RSE and PDL must be accessible for **all** pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. Children with SEND who require a more personalised programme will be planned for on an individual basis and this may include pre-teaching, additional sessions with a 1:1 adult and reinforcement of learning at home/together with parents. Resources will be shared and reproduced for use at home where parents feel this will be supportive.

Arrangements for helping girls cope with menstruation A sanitary bin is provided for pupils who are menstruating in the girls' toilets. The office store emergency sanitary protection, and pupils are encouraged to speak to any adult in school that they feel comfortable speaking with in order to access.

Working with parents/carers

We place the utmost importance on sharing responsibility with parents and carers for their child's education. We will take every opportunity to inform and involve parents and carers by:

- Ensuring parents/carers are informed when their children will be receiving RSE
- Ensuring that parents/carers are invited to an information evening to view video clips and discuss Year 5 and 6 RSE sessions with class teachers
- Ensuring that the class teacher/PSHE Subject leader offers time to discuss any concerns or provide more information
- Helping parents/carers support the needs of their children through additional literature/resources
- Ensuring parents/carers know that they have the right to withdraw their child from sex education
- Consulting parents/carers on the policy when it is reviewed

Prior to the Year 5 and 6 teaching of sex education, a letter will be sent to parents/carers. Included in this letter is an invitation to parents/carers, encouraging them to come and discuss the lesson content with the class teacher and watch a showing of the teaching clips so that they may feel better equipped to support their child at home. If the time/date of the showing is inconvenient, the parent/carer can arrange an alternative time with the teacher/agree to be sent links (where this is possible).

Parents/carers have the right to withdraw their child from those aspects of sex education which are not included in the National Curriculum for science, relationships or health education. If a parent/carer wishes to withdraw their child from sex education, we would ask that they arrange a meeting with the head teacher who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, requests for withdrawal should be put in writing using the form found in Appendix 6 of this policy and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

How RSE is monitored and evaluated

Pupils will have regular opportunities to review and reflect on their learning during lessons and pupil voice will be instrumental in shaping our policy and curriculum developments. Pupils will evaluate sessions and their views on any adaptations to activities or learning opportunities taken on board. Teachers will critically reflect on their work in delivering RSE through developmental feedback and peer review.

This policy should be read in conjunction with the following policies:

- PDL/PSHE policy
- Safeguarding and Child Protection policies
- E-safety policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- Behaviour, discipline and exclusions policy
- DfE Keeping children safe in education (2023)

Review

This policy will be reviewed every two years.

APPENDICES

Appendix 1 Sex Education Forum principles of teaching Sex Education

Appendix 2 Relationships Education end of primary outcomes

Appendix 3 Droxford RSE Curriculum

Appendices 4 and 5 Letters to Y5 and Y6 parents

Appendix 6 Withdrawal from sex education form

We are committed to relationships and sex education, which:

- 1.** Is an identifiable part of a personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- 2.** Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- 3.** Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

- 4.** Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- 5.** Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- 6.** Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

- 7.** Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- 8.** Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- 9.** Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online

- 10.** Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- 11.** Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- 12.** Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Notes
 These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2019, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science* (*which is taught in maintained schools) includes some elements of sex education.



Appendix 1 Appendix 2 Relationships Education: end of Primary School statements (DfE Relationships education, Relationships and Sex education and Health education statutory guidance 2019)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● 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 those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive

	<ul style="list-style-type: none"> ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

Appendix 3 Growing and Changing progression grid

	Topic	Children will learn	Lesson resources
Year 3/4	Personal strengths and achievements; managing and reframing setbacks; personal hygiene routines; support with puberty	<ol style="list-style-type: none"> 1. to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues 2. basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 3. that everyone is an individual and has unique and valuable contributions to make 4. to recognise how strengths and interests form part of a person's identity 5. how to identify their own personal strengths and interests and what they're proud of (in school, out of school) 6. the importance of personal hygiene routines during early stages of puberty, including washing regularly and using deodorant 7. how to discuss the challenges of puberty with a trusted adult 8. how to get information, help and advice about puberty 	<p>Objectives 1-2: SCARF Y3 Tangram Challenge</p> <p>Objectives 3-4: SCARF Y3 Top Talents</p> <p>Objectives 4-5: Premier League Self-esteem</p> <p>Objectives 6-8: Hygiene in early puberty lesson (focussing on deodorant and washing)</p>
Year 5	Personal identity; recognising individuality and different qualities; mental wellbeing; Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<ol style="list-style-type: none"> 1. how to recognise, respect and express their individuality and personal qualities 2. ways to boost their mood and improve emotional wellbeing 3. about the link between participating in interests, hobbies and community groups and mental wellbeing 4. valuing all relationships and respecting difference 5. how to identify external genitalia and reproductive organs 6. about the physical and emotional changes during puberty 7. key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams 8. strategies to manage the changes during puberty including menstruation 	<p>Objectives 1-3: PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6) lessons 1-2</p> <p>Objectives 4-8: All children SCARF Y5 Growing and Changing Bodies</p> <p>Changing Bodies and Feelings (modified lesson plans)</p> <p>Split sex lessons (focussing on objectives 6 and 7): Menstrual cycle - <i>Betty: It's perfectly natural</i> resources</p> <p>Wet dreams/erections – Wet dreams lesson plan including video clip</p>
Year 6	Personal identity; recognising individuality and different	<ol style="list-style-type: none"> 1. To recognise some of the changes as they grow up e.g. increasing independence 2. About what being more independent might be like, including how it may feel 3. about personal identity and what 	<p>Year 6 Objectives 1,3-5: Premier League Primary Stars – Resilience</p> <p>Objectives 6-7: Transition to secondary school sessions: Mental health and wellbeing Lesson 3</p>

	<p>qualities; mental wellbeing; Puberty; Human reproduction and birth; Increasing independence; transition</p>	<p>contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <ol style="list-style-type: none"> 4. that for some people their gender identity does not correspond with their biological sex 5. About the transition to secondary school and how this may affect their feelings 6. about how relationships may change as they grow up or move to secondary school 7. practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school 8. identify the links between love, committed relationships and conception 9. what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults 10. how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settle into the lining of the womb. The process of conception to birth. 11. <i>that pregnancy can be prevented with contraception¹</i> <i>(Contraception: mentioned as a method of preventing babies from being conceived if brought up by pupils. Not taught explicitly)</i> 12. about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<p>NSPCC Secondary school Rise Above Transition to secondary school</p> <p>Objectives 8-12: Medway Y6 Lesson 3 Positive and Healthy relationships</p> <p>SCARF Y6 Making Babies lesson including scientific animation</p>
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Headteacher: Matthew Dampier

Spring Term

Dear Parents and Carers,

In Year 5, we will be covering Relationship and Sex Education (RSE) over the coming weeks. These lessons will provide the children with factual information, which will build on their learning in previous year groups. As well as continuing our Personal Development Learning around self-esteem and respectful relationships, other lessons will focus on physical and emotional changes that happen during puberty.

We will use a range of teaching resources including some videos involving real life children and scenarios to discuss changes as well as animations. We would encourage you to attend a session to share these resources on _____, where you can gain an understanding of how to support your child in their RSE. If you have any queries or concerns we would also be happy to discuss them with you. If you cannot attend but would like to discuss the resources or lesson content, please arrange an appointment with me at another time.

It is your right as a parent to withdraw your child from these classes - alternative work will be provided and they will work in another class. However, some elements of the lessons are compulsory as they are part of the statutory science or health and relationships curriculum. Please speak to me in the first instance if you feel unhappy about your child taking part in RSE and we can then follow the school procedure.

Please complete the form below if you are going to view the resources and return to the class teacher. It helps us to know how many to expect on the day.

Thank you for your continued support.

Yours sincerely,

(Year 5 Teacher)

Name: Child: Base:

I will/will not be attending the Year 5 RSE session on _____



Appendix 5



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Headteacher: Matthew Dampier

Spring Term

Dear Parents and Carers,

In Year 6, we will be covering Relationship and Sex Education (RSE) over the coming weeks. These lessons will provide the children with factual information, which will build on their learning in previous year groups. As well as continuing our Personal Development Learning around self-esteem and respectful relationships, other lessons will focus on:

- Growth and puberty – how our bodies and emotions change
- How babies are made and born – reproduction and relationships

Teaching will be supported by several video clips, showing fertilisation and foetus development in pregnancy. All clips are animated. We would encourage you to attend a showing of the video clips and discuss the content of the lessons on _____, where you can gain an understanding of how to support your child in their RSE. If you have any queries or concerns we would also be happy to discuss them with you. If you cannot attend but would like an opportunity to discuss, please arrange an appointment with me at another time.

It is your right as a parent to withdraw your child from these classes - alternative work will be provided and they will work in another class. However, some elements of the lessons are compulsory as they are part of the statutory science, health or relationships curriculum. Please speak to me in the first instance if you feel unhappy about your child taking part in RSE and we can then follow the school procedure.

Please complete the form below if you are going to view the resources and return to the class teacher. It helps us to know how many to expect on the day.

Thank you for your continued support.

Yours sincerely,

(Year 6 Teacher)

Name:

Child:

Base:

I will/will not be attending the Year 6 RSE session on _____



