For the attention of:

Head of PSHE/RSHE

Heads of year 9 and 10

Head of pastoral care

Headteacher

Hello

I am a senior researcher at the London School of Hygiene and Tropical Medicine and an expert in trialling and evaluating programmes that benefit adolescent physical and emotional health. I am writing to offer your school the exciting opportunity to be involved in delivering (free of charge), and evaluating, a new RSHE programme for secondary schools called Positive Choices.

Full details and a sign-up form are attached. If your school is keen to take part, the form should be signed by the school head, scanned and emailed back to me at chris.bonell@lshtm.ac.uk

**Benefits for the school**

Participating schools will have the opportunity to implement Positive Choices, an evidence-based programme which aims to promote healthy relationships and school engagement, improve sexual health and prevent harassment and LGBTQI bullying.

Positive Choices ensures schools are implementing statutory RSE and supports their broader duty to promote pupil social and emotional wellbeing and personal development.

Involvement also contributes to meeting Ofsted's requirement to communicate well with parents under the leadership and management judgement and helps address safeguarding requirements.

Provision includes free training, lesson plans and learning resources.

Staff receive free, quality training in RSE delivered by England’s leading RSE provider, the Sex Education Forum, and full lesson plans and curriculum resources to implement the programme.

The programme is evaluated by Europe’s leading public health institute, the London School of Hygiene and Tropical Medicine (LSHTM).

The evaluation offers students the chance to meet and work with leading public health scientists, some of whom have played a key role in scientific advice to government on Covid-19 and other major health issues.

**Expectations and details**

Schools wishing to participate should indicate their commitment as soon as possible.

Schools opting to participate in the evaluation will have a 50/50 chance of being randomly allocated to deliver the intervention or act as a comparator school. Comparator schools will receive £500 to cover the costs of research participation. Comparator schools will be free to continue with their normal RSE provision or any plans they had to develop this.

Schools should only sign up for the study if they are willing to be randomly allocated to implement Positive Choices or act as a comparator. Schools will be informed whether they will receive the intervention or act as a comparator school by March 2022.

Positive Choices involves a start-up phase from March to July 2022 to give schools enough time for staff to be trained by SEF and for schools to timetable lessons and other activities for the following school year.

This is followed by two school years of delivery from autumn 2022 comprising the following whole-school components:

-         A report on each school’s needs RSE informed by a student survey

-         A School Health Promotion Council involving staff and students to coordinate delivery

-         Ten hours of classroom curriculum for year 9 pupils and five hours for year 10 students

-         Student-led campaigns facilitated by trained staff

-         Parent communication via homework assignments and newsletters

-         A review of school-based health services

**Next steps**

If you think you might be interested in your school being involved in the Positive Choices evaluation or would like to know more, please get in touch as soon as possible.

I would be happy to answer any questions by phone or email. My contact details are below.

**Staff and student testimonies from the pilot study**

“It’s a go-to, one-stop solution, ‘here you go . . . there’s your SRE programme ready to go, you’re going to hit all the new requirements’ . . . It’s going to tick all your boxes, it’s here, it’s there, it’s ready.”

(Teacher)

“It’s definitely helped with confidence over lessons. I notice more people putting their hands up, more people actually wanting to talk about it and get involved.”

(Year 9 female student)

“At first I was really nervous about teaching [RSE] and now I’ve actually asked for next year. I was like, ‘Yes I’ll have loads of year 9 classes, I’ll do it again.’ I loved it, it was great.”

(Teacher)

“I think that it’s like changed and improved morals within, like, the students within the school…

Because it’s more of an open thing that we talk about now. We just, like, know what’s right and like how to deal with like situations and things, and it’s something that’s openly spoken about with students and it’s not like a secretive or an uneducated thing anymore.”

(Year 9 female students)

“I think it made me more aware of, um, kind of like my rights. Like makes me more aware of my rights in a relationship and just like what’s acceptable and what’s not acceptable.”

(Year 9 female student)

All the very best,

Professor Chris Bonell

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Professor Chris Bonell

Associate Dean for Research

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