



Sex and Relationship Education Policy

Agreed by Management Committee:

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Signature:

Date:

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1. Aims and Objectives

An important aim of school personal, health, social and economic education is to help students acquire knowledge, understanding skills and strategies to manage their lives now and in future. SRE is an important contribution to this wider aim, and helps students learn to:

- reflect on and clarify their own values and attitudes about sex and relationships
- explore complex and conflicting values and attitudes
- understand others faith and cultural expectations in sex and relationships
- build personal identity, confidence, self-esteem, resilience,
- manage emotions
- identify and manage risks
- keep safe from physical or online abuse, sexual exploitation, unwanted attention
- enable them to make informed choices about sex and relationships

2. Statutory Requirements

As a maintained PRU we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Ashley College we teach RSE as set out in this policy.

3. Definition

SRE is lifelong learning about physical, moral and emotional development. It prepares students for understanding relationships, emotions, sexuality and sexual health. It is about understanding the importance of marriage, stable family and loving relationships, respect, love and care. It is not about promoting sexual orientation or sexual activity.

It is an essential element of the spiritual, moral and social development of students, which the national curriculum promotes through Personal Social Health Citizenship, and Economic programmes.

4. Who is this policy for?

This policy is for

- teachers – to guide lesson planning and put boundaries round issues and how we explore them with students
- parents – to see the values we promote and the SRE curriculum content, parents are also involved in the review process of this policy
- health professionals and visiting speakers – our aims, values, methodologies and boundaries
- governors – the governors approve the policy which is updated every two years

5. Parent/carers involvement

- Effective sex education and relationship education is a collaboration between home and school – parents are the key educators on sex and relationships and our role is to complement and support them.

- Parents /carers are notified via the Home/College Agreement that sex education is provided. The Education Act 1993 gives parents /carers a right to withdraw students from all or part of the SRE programme which does not form part of the science curriculum.
- We recognise that many parents/carers are interested in what students are taught and we encourage their interest and welcome comments on this policy.

6. Delivery of RSE

RSE is taught

- within the personal, social, health and economic (PSHE) education curriculum, which SLT reviews and oversees at the school.
- biological aspects of RSE are taught within the science curriculum

We are highly sensitive to the fact that some of our students will have personal experience of some issues under discussion therefore

- ground rules are established with the students at the start of these sessions to ensure they are comfortable with the handling of sensitive issues.
- teaching approaches are varied and adopt active techniques to secure engagement and participation in discussions.

Pupils also receive some stand-alone sex education sessions delivered by a trained health professional.

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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structure, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1

7. Roles and responsibilities

The management committee

The management committee will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff teaching RSE at Ashley College include, Caroline O’Gara, Frank Ofori Sampong, Abdulkader Benamara, Nisha Patel, Lauran Brannigan

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

We tell students not to disclose anything personal in the group sessions. If they need to disclose they are told to do so privately to a trusted teacher who will follow our Safeguarding and Child Protection Policy.

8. Parents’ right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Staff Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar with training each year in Safeguarding and Child Protection and recent training on Child Sexual Exploitation, Female Genital Mutilation and other related topics to raise staff awareness and ability to deal with any issues that may arise.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Appendix 1: Curriculum Information

Values

We want students to learn the characteristics and benefits of positive, supportive and equal relationships and to recognise when relationships are unhealthy or abusive. We are required by law to teach the nature of marriage, its importance for family life and the bringing up of children.

We are careful to ensure that learning is age appropriate as we place high value on protecting a child's right to innocence and avoiding premature exposure to adult domains.

Intended outcomes

We want students to be prepared for an adult life in which they will:

- develop positive values and make informed judgements
- be aware of their own sexuality and understand human sexuality
- understand the consequences of sexual actions and how to behave responsibly
- have the skills to judge the kind of relationships they want
- know how to access confidential sexual health advice, support and treatment
- know the law on sexual matters
- know how to avoid being exploited or exploiting
- know how to avoid being pressured into unwanted or unprotected sex
- know how to protect themselves from unwanted conception and sexually transmitted infections

Assessing learning

Termly tracking is conducted for all subjects, taking into account attendance, effort and achievement. In SRE assessment is often about active participation in discussions and activities.

Differentiating what we offer

We respect students' different starting points by providing learning opportunities that:

- are age appropriate
- are sensitive to the needs and beliefs of individual students, their parents / carers and others in the school community
- are adapted to what individual students already know, have experienced, understand, think and feel
- are single sex or 1:1 sessions if appropriate

Where students pose questions, which raise issues inappropriate for others in the group, the teacher will undertake to answer the question outside the class, and with another supervising adult, if necessary. In cases of concern, the safeguarding policy applies and referrals to external agencies such as Safer London may be made.

Topics

Pupils will cover some of the following content during their time at Ashley College:

Families

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.

Respectful relationships, including friendships,

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. • 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

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.

Being safe

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 relationships, including sexual health

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. • 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.

Balanced curriculum

We believe students should have access to balanced information and differing opinions to help them clarify their own views. We are careful to make clear that there are subjects (such as abstinence before marriage, abortion, sexual orientation) on which there are widely differing views and that the school does not support or advocate any particular viewpoint. But we make clear that some behaviours – hurting others physically or emotionally –are unacceptable.

Appendix 2. Parent Form: Withdrawal from sex education within RSE



Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child			Date of Birth
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			