



# Sex and Relationship Education Policy

Agreed by Curriculum Committee on behalf of Management Committee:

Chair of Management Committee: Cllr Ketan Sheth

Chair of Curriculum Committee: Mr Jason Lewis

Date: 15<sup>th</sup> November 2023

Date approved: 15<sup>th</sup> November 2023

Next review: Autumn 2023

Version: Final

Status: Active

Legal updates/school needs may precipitate changes

**Contents**

<b>1. Aims</b> .....	3
<b>2. Statutory requirements</b> .....	3
<b>3. Policy development</b> .....	3
<b>4. Definition</b> .....	3
<b>5. Curriculum</b> .....	4
<b>6. Delivery of RSE</b> .....	4
<b>7. Roles and responsibilities</b> .....	4
7.1 The management committee .....	4
7.2 The headteacher .....	5
7.3 Staff .....	5
7.4 Pupils .....	5
<b>8. Informing parents and parents' right to withdraw</b> .....	5
<b>9. Training</b> .....	5
<b>10. Monitoring arrangements</b> .....	6
<b>Appendix 1: PSHCE map</b> .....	7
<b>Appendix 2: By the end of secondary school pupils should know:</b> .....	15
<b>Appendix 3: Parent form: withdrawal from sex education within RSE</b> .....	17
<b>Appendix 4: Parent letter about PSHCE programme</b> .....	18

## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 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

## 2. Statutory requirements

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

As a maintained secondary school, we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

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

Please note that for Home Tuition pupils, their education program, including PSHE, is guided by the mainstream/referring school and this policy details arrangements for Centre students.

## 3. 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 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 online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (REP).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. We use the Brooke Advisory Service for this purpose.

For more information about our RSE curriculum, see Appendices 1 and 2.

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 Appendices 1 and 2.

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).

## 7. Roles and responsibilities

### 7.1 The management committee

The management committee will approve the RSE policy, and hold the headteacher to account for its implementation.

### 7.2 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 components of RSE (see section 8).

### 7.3 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 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. Presently RSE is taught by Anne-Marie Mika, Nicola Turner Morris and Frank Ofori Sampong.

### 7.4 Pupils

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

## 8. Informing parents and parents' right to withdraw

As it is best practice, parents are consulted annually regarding RSE and the PSHCE curriculum. They are given curriculum overviews and other relevant information regarding statutory requirements and the right to withdraw. This consultation is conducted either face to face or on a group call. All parents, regardless of attendance are sent the relevant documents so they are clear about curriculum coverage in RSE/PSHCE.

As we have a mobile cohort, all new parents receive a PSHCE letter at the time of joining. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. See appendix 4 for the standard letter to parents.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Anne-Marie Mika through planning scrutinies, learning walks, etc. This quality assurance is overseen by the Headteacher.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems (weekly monitoring targets).

This policy will be reviewed by Anne-Marie Mika. At every review, the policy will be approved by the management committee.

## Appendix 1: PSHCE map

Ashley College Curriculum 2023-4				Subject: PSHCE			Teachers: A. Mika F. Ofori Sampong N. Turner-Morris	
Groups	Brief/ Heading from subject LTPs						Subject Intent	Syllabus/ exam board qualification Suggested reading/text books
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<b>KS3</b>	<b>Health and wellbeing/Relationships</b>  Peer Pressure and Peer on Peer Abuse  Healthy and unhealthy friendships  Assertiveness and gang exploitation  Peer influence, substance use and gangs and bullying  Grooming and cyber safety	<b>Living in the Wider World</b>  Road Safety  Community and careers  Developing skills and aspirations  Enterprise skills and introduction to careers  Challenging career stereotypes and raising aspirations	<b>Living in the Wider World –</b> Discrimination and the rule of law  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Sex and relationships</b>  Sex education  Building relationships  Self-worth, romance and friendships (including online) and relationship boundaries	<b>Health and wellbeing</b>  Mental health and emotional wellbeing, including body image and media reliability and coping strategies  Healthy routines, Influences on health	<b>Living in the wider world/Health and Wellbeing</b>  Planning and carrying out an enterprise project	By teaching pupils to stay safe and healthy, and by building self-esteem, self-awareness, confidence, resilience and empathy, our effective PSHE programme is designed to tackle barriers to learning, raise aspirations, and	AQA awards – L1/2 as a guide

	Managing change, grief, loss and bereavement	<p>Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>Personal safety including road safety</p>	<p>Disability discrimination Diversity, prejudice, and bullying, peer on peer abuse</p> <p>The precious liberties enjoyed by the citizens of the United Kingdom</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>Addressing extremism and radicalisation</p>		<p>Diet, exercise, lifestyle balance and healthy choices</p> <p>Alcohol and drug misuse and pressures relating to drug use</p> <p>First Aid</p> <p><b>Puberty (not part of sex ed)</b></p>		improve the life chances of the most vulnerable and disadvantaged pupils.	
<b>Cross curricular reference</b>	<p>Autumn 1 – peer on peer abuse assembly</p> <p><b>English:</b></p>	<p>Challenging career stereotypes and raising aspirations - REP Autumn 1 Stereotypes and media.</p>	<p><b>English:</b> Links to Tempest in English - diversity and immigration</p>	<p>Links to Romeo and Juliet in English – age</p>	<p><b>Science:</b> Puberty Diet, exercise, lifestyle balance and</p>	<p>Planning and carrying out an enterprise project CC links</p>		



	<p>Body image – links to Autumn 2 texts studied in English</p> <p>Include percentages and data for maths – always link to “Why?” How do we know?</p> <p><b>Critical thinking throughout:</b></p> <p>Scientifically way of working – question the evidence in front of you – how can you prove it?</p>	<p>Include percentages and data for maths – always link to “Why?” How do we know?</p> <p>Scientifically way of working – question the evidence in front of you – how can you prove it</p>	<p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia CC - Racism in REP Autumn 1 Diversity, prejudice, and bullying, peer on peer abuse</p> <p>Art The precious liberties enjoyed by the citizens of the United Kingdom CC links to REP British values Autumn 1 Addressing extremism and</p>	<p>of consent and relationship dynamics</p> <p>Include percentages and data for maths – always link to “Why?” How do we know?</p> <p>Scientifically way of working – question the evidence in front of you – how can you prove it</p>	<p>healthy choices (covered in Key Stage 3 food, wellbeing, assemblies and PE)</p> <p>Include percentages and data for maths – always link to “Why?” How do we know?</p> <p>Scientifically way of working – question the evidence in front of you – how can you prove it</p>	<p>innovation week 2021 Include percentages and data for maths – always link to “Why?” How do we know?</p> <p>Scientifically way of working – question the evidence in front of you – how can you prove it</p>		
--	---	---	---	---	--	--	--	--

				<p>radicalisation CC links to REP Autumn 2</p> <p>Include percentages and data for maths – always link to “Why?” How do we know?</p> <p>Scientifically way of working – question the evidence in front of you – how can you prove it</p>				
<b>KS4</b>	<b>Yr10</b>	<p><b>Health and wellbeing</b></p> <p>Transition to key stage 4 and developing positive study habits</p> <p>Mental health</p> <p>Peer on peer abuse</p>	<p><b>Relationships/Health and wellbeing</b></p> <p>Mental ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p><b>Living in the wider world</b></p> <p>Politics</p> <p>Government systems beyond the UK</p> <p>UK relationships with Europe</p>	<p><b>Sex and relationships</b></p> <p>Sex education including contraception</p> <p>Peer on peer abuse</p>	<p><b>Living in the wider world</b></p> <p>Peer on peer abuse</p> <p>Addressing extremism and radicalisation</p> <p>Communities, belonging and</p>	<p><b>Living in the wider world</b></p> <p>Work Experience</p> <p>Evaluation of work experience and readiness for work</p>	

			<p>Tackling relationship myths and expectations</p> <p>Managing romantic relationship challenges including break ups</p> <p>Peer on peer abuse</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Managing change, grief and bereavement</p>	<p>and the wider world</p> <p>Parliamentary democracy</p> <p>Electoral systems</p> <p>The legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and risks of gambling</p>		<p>challenging extremism</p> <p>Human rights and international law</p> <p>FGM</p> <p>Diversity, respect and understanding</p> <p>Exploring the influence of the media</p>	<p>First Aid – additional course</p>		
--	--	--	--	---	--	---	--------------------------------------	--	--

				Financial decision making – through FS					
	<b>Cross curricular reference</b>	Peer influence, peer on peer abuse, substance use and gangs, role models and bullying Evaluating social and emotional impact and risks of drug and alcohol use Grooming and cyber safety					FS, Maths, Drama (rule of law Autumn 2)  Income and expenditure, credit and debt, insurance, savings and pensions, financial products – CC links to Maths Unit 1 Number and Calculations		

							and Unit 9 Fractions and percentages		
	<b>Yr11</b>	<p><b>Health and wellbeing</b></p> <p>Learning and revision skills</p> <p>Building for the future and mental health</p> <p>Self-efficacy, stress management, and future opportunities</p> <p>Identifying signs of poor mental health</p> <p>Promoting self-esteem</p> <p>Personal values and assertiveness</p> <p>Peer on peer abuse - <i>Peer influence, substance use and gangs and bullying (through assemblies, not lessons)</i></p>	<p><b>Living in the wider world - careers</b></p> <p>College application process</p> <p>Skills for employment and career progression</p> <p>Apprenticeships</p> <p>Promoting self-esteem</p> <p>Future opportunities</p> <p>Building for the future and mental health</p>	<p><b>Sex and relationships</b></p> <p>Communication in relationships</p> <p>Intimate relationships</p> <p>Responsible health choices</p> <p>Peer on peer abuse</p>	<p><b>Sex and relationships</b></p> <p>Contraception</p> <p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>LGBTBQ +</p>	<p><b>Living in wider world</b></p> <p>Human rights and international law</p> <p>FGM</p> <p>Other systems and forms of government</p> <p>Challenging extremism and radicalisation</p> <p>Safety in independent contexts</p> <p>First Aid course (in addition)</p>	X		

	<b>Cross curricular reference</b>	Grooming and cyber safety done through e-safety course							
--	-----------------------------------	--	--	--	--	--	--	--	--

## Appendix 2: By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<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 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</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 raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</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 respect to others, including people in positions of authority and due tolerance of other people's beliefs</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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</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 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>



**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## Appendix 4: Parent letter about PSHCE programme

Dear parent/carers,

As part of their personal, social, citizenship, health and economic (PSCHE) education lessons, students take part in a series of sex and relationship education (SRE) lessons. These focus mainly on explaining and preparing pupils for the physical and emotional changes associated with puberty. They also consider the changing nature of a range of relationships, including friendship, family relationships and intimate relationships.

The purpose of SRE at Ashley College is to prepare pupils for the physical and emotional changes of growing up; to give them the knowledge and skills to make informed and healthy choices; to build their confidence and skills to deal with situations they may encounter; to help them to stay safe and know where and how to ask for help if needed.

Whilst there is no right to withdraw from Relationships Education as the DfE believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught, parents do have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools. If you would like to discuss the matter further, please contact me [amika@ashleycollege.brent.sch.uk](mailto:amika@ashleycollege.brent.sch.uk)

Please also be aware that pupils will have a lesson which teaches about female genital mutilation (FGM). They will be taught that FGM is illegal in the UK and that it is also a criminal offence to take a UK citizen abroad for the purpose of FGM (whether or not it is lawful in the country the girl is taken to). This will be taught in an age-appropriate way in the context of knowing about bodily changes during puberty, being able to use the correct language, keeping safe and feeling confident to ask questions and discuss in a mature and appropriate way.

If you have concerns or would like to discuss any of these matters further, please contact me [amika@ashleycollege.brent.sch.uk](mailto:amika@ashleycollege.brent.sch.uk)

Anne Marie Mika