ASHLEY COLLEGE

Relationship and Sex Education Policy

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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. We follow:

- **Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**
- The statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (updated 2024)

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 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.

We do, however, support delivery of PSHE through the Link Tutor and materials are provided by the Deputy Head Curriculum for tutors to deliver a 20-minute session during a core lesson on one of the 3 key themes of PSHE – Living in the Wider World, Sex and Relationships and Healthy Relationships.

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.

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 from sex education. 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.

- Parents **cannot** withdraw from Relationships Education (this is statutory)
- Parents **can** withdraw from Sex Education (except the biological aspects taught in Science) up to three terms before their child turns 16
- Once a child is within three terms of turning 16, if they wish to receive Sex Education, the school must provide it regardless of parental wishes

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.

11. External agencies

From time to time, we work with agencies that include Brooke Advisory Service, the police , Elev8 and Stop Hate UK. Required safeguarding checks are in place for these staff even though they are not left alone with students.

12. Health Education

We ensure coverage of

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Appendix 1: PSHCE map

Ashley College Curriculum			Subject: PSHCE				Teacher: A Mika	
	Brief/ Heading from subject LTPs							
Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Subject Intent	Syllabus/ exam board qualification Suggested reading/text books
KS3	**Staying Safe and Building Friendships** • Understanding healthy and unhealthy friendships • How to be assertive and avoid peer pressure • Recognising bullying and staying safe online • Understanding different types of abuse between young people	**Your Future Career** • Exploring different jobs and careers • Learning that anyone can do any job, regardless of gender or background • Setting goals for your future • Starting to think about your GCSE options	**Respect and Equality** • Understanding discrimination (racism, sexism, homophobia, disability discrimination) • Learning about British values and your rights • Understanding rules, laws and the justice system • Recognising extremism and staying safe	**Relationships and Growing Up** • Building healthy relationships (including online) • Understanding self-worth and boundaries • Gender stereotypes in relationships • Delivered by Brooke (specialist organisation)	**Health and wellbeing** • Mental health and dealing with emotions • Understanding puberty and body changes • Healthy eating, exercise and lifestyle choices • Understanding the dangers of drugs and alcohol • How discrimination affects mental health	**Moving Forward** • Planning an enterprise project • Preparing for Key Stage 4 • First Aid skills • Understanding and challenging misogyny (negative attitudes towards girls/women	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 improve the life chances of the most vulnerable and disadvantaged pupils. Our PSHCE curriculum empowers students to become confident, healthy, and responsible citizens. We are committed to: **Promoting wellbeing**: Building self-esteem, resilience, and mental health awareness while explicitly addressing how discrimination impacts wellbeing **Championing equality**: Challenging all forms of discrimination and ensuring diverse representation throughout our curriculum **Raising aspirations**: Breaking down stereotypes, broadening career horizons, and providing practical skills for future success	**No formal qualification** - PSHCE is statutory but doesn't require external examination; many schools deliver it as a non-examined subject **Key Stage 3:** **"The Teenage Guide to Stress"** by Nicola Morgan **"Mind Your Head"** by Juno Dawson and Dr Olivia Hewitt **"Can We All Be Feminists?"** by June Eric-Udorie (ed.) **Key Stage 4:** **"The Art of Being Normal"** by Lisa Williamson (LGBTQ+ themes) **"Consent: The Truth"** by Yas Necati and Myles Bonnar **"This Book Will Make You**

								Ensuring safety: Equipping students with knowledge to navigate relationships, online spaces, and challenging situations safely **Developing citizenship:** Teaching students about their rights, responsibilities, and role in creating a fair and just society	**Kinder"** by Henry James Garrett **"It's Not OK to Feel Blue (and other lies)"** by Scarlett Curtis (ed.) - mental health anthology
KS4	**Yr10**	**Mental Health and Self-Image** • Building self-esteem and positive body image • Developing effective study habits for GCSE success • Understanding mental health, including how discrimination and microaggressions impact wellbeing • Recognising and preventing child on child abuse	**Relationships and Online Safety** • Managing romantic relationships, including break-ups • Resolving conflicts in relationships • Understanding different cultural perspectives on relationships • Dealing with grief and loss • Drug and substance misuse awareness • Online safety, including recognising racism and misogyny online	**Politics and the Legal System** • How UK government works and your role as a citizen • UK's relationship with Europe and the world • Understanding the legal system • Examining inequality in the justice system (e.g., prison statistics) • **Debate:** How should government tackle racism and gender inequality?	**Sex Education and Relationships** • Comprehensive sex education, including contraception • Understanding consent and healthy intimate relationships • Peer-on-peer abuse prevention • Online safety relating to misogyny and racism	**Diversity and Extremism** • Celebrating diversity and challenging prejudice • Understanding and preventing extremism, including anti-Muslim hate • Human rights and international law • Female Genital Mutilation (FGM) awareness • Media influence and online safety	**Work Experience and Financial Skills** • Preparing for and evaluating work experience • Challenging gender stereotypes in careers (e.g., women in construction) • Understanding the gender pay gap • Financial literacy: budgeting, credit, debt, savings, pensions • Gambling risks • First Aid certification		**Online Resources PSHE Association** - pshe-association.org.uk **Thinkuknow** - online safety from the National Crime Agency **Brook** - sexual health and relationships education **Young Minds** - mental health resources **The Mix** - support for under-25s

	Yr11	**Wellbeing and Exam Success** • Developing self-esteem and positive body image • Understanding your personal values and being assertive • Effective revision and learning strategies • Managing exam stress and maintaining mental health • Understanding how microaggressions accumulate and impact mental health over time • How to challenge discrimination when you see it	**Career Planning and Applications** • College and apprenticeship application processes • Developing employability skills for career progression • Ensuring diverse representation in career choices • Building confidence for your future • Online safety in professional contexts, including recognising misogyny	**Communication and Intimate Relationships** • Effective communication in all types of relationships • Understanding intimate relationships and boundaries • Making responsible health choices • Preventing peer-on-peer abuse	**Sex Education and Consent** • Comprehensive contraception education • Understanding consent in intimate relationships • STI awareness and prevention • Challenging harmful attitudes, including pornography's impact • LGBTQ+ relationships and online safety	**Global Citizenship and Safety** • Human rights and international law, with focus on racism and sexism • Different systems of government worldwide • Challenging extremism and radicalisation, including anti-Muslim hate • FGM awareness • Staying safe as an independent adult •	**Final Preparation** • First Aid certification • Additional online SRE resources available after you leave • Final preparations for post-16 life		

Appendix 2: Pupils should know:

Healthy, positive relationships

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. to develop a healthy relationship with themself; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships RR3
2. about different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others RR1 RR3 ISR3
3. that sexual attraction and sexuality are diverse RR1 RR3
4. the importance of loving family relationships for bringing up children and roles and responsibilities within families F2 F7
5. qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe F8
6. that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours RR8 RR10
7. how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know RR2 RR5
8. how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change RR7
9. the skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families RR5 F8
10. the services available to support healthy relationships and manage unhealthy relationships, and how to access them RR5 RR6 BS16 ISR11

KS4 | Learning opportunities: Students should have the opportunity to learn...

11. that characteristics such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others RR3
12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online BS1 RR1 RR8
13. about diversity in romantic and sexual attraction; when, where and how someone might access support and advice RR1 RR3
14. strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds RR2 RR7
15. to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships RR1 RR7
16. how to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of support F8
17. strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed RR5 RR6 BS16
18. reasons people have for making different choices about long-term relationships and parenting F2 F3 F7
19. about the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships F1 F3 F4
20. that marriage and civil partnerships are legal, social and emotional commitments, entered into freely after the age of 18 and never through force or coercion F3 F5
21. that forced marriage is illegal, and how to access help if they or someone they know is at risk of forced marriage BS12 F5
22. about the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life F7
23. about shifting family dynamics and how to manage their increasing independence in relation to others in their family F6

Section 1: Relationships, Sex and Health Education (RSHE)

Boundaries and consent

KS3 | Learning opportunities: Students should have the opportunity to learn...	KS4 | Learning opportunities: Students should have the opportunity to learn...
1. the skills to communicate and recognise consent, including in early romantic or sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online) RR8 RR10 BS1	7. to identify and clarify personal values and how these influence decisions and behaviours in sexual relationships; the skills to assess their readiness for sex as an individual and within a couple; that many young people wait to have sex until they are older ISR2 ISR3
2. that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances RR8 BS1	8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships ISR3
3. that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person RR8 BS1	9. the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent RR8
4. about influences on peoples' decision to engage in sexual activity e.g. values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex ISR2 ISR3	10. about sexual pressure; internal and external expectations about sexual behaviours and how to manage these BS2
5. how to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others BS2	11. that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent RR8 RR10
6. that the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or is withdrawn, that decision should always be respected; the legal age of sexual consent RR8	

Harmful relationship behaviours 1 of 2

KS3 | Learning opportunities: Students should have the opportunity to learn...	KS4 | Learning opportunities: Students should have the opportunity to learn...
1. ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe BS3 BS4	10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond BS2
2. the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help BS11	11. about the impact of victim-blaming, and ways to challenge victim-blaming attitudes RR6 BS4
3. to distinguish between crushes, romantic gestures and obsessive fixation on others BS10	12. what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them BS5 BS6 BS7 BS8
4. to recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support BS9 BS16	13. the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made BS7 BS8 BS9 BS16
5. what is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them BS5 BS8	14. to recognise when attention or behaviours are unwanted, fixated or obsessive; the legal implications of these behaviours; ways to manage obsessions and access help for own behaviour; how to report or seek help if experiencing unwanted attention and related behaviours BS10 BS16

Harmful relationship behaviours continues on the next page

Section 1: Relationships, Sex and Health Education (RSHE)

Harmful relationship behaviours Continued 2 of 2

KS3 | Learning opportunities: Students should have the opportunity to learn...

6. the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour BS6 BS7
7. the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others WO3 BS8 OSA10
8. what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it BS16 ISR11
9. the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM BS13

KS4 | Learning opportunities: Students should have the opportunity to learn...

15. to recognise coercive and controlling behaviours online, including harassment and stalking; to manage the risks of technology being used to facilitate harassment and stalking; how to seek appropriate support and report concerns OSA10
16. the law relating to violent or threatening behaviour, coercive control, emotional, sexual, economic or physical abuse in relationships (including domestic abuse); the importance of getting help and how to overcome challenges in doing so; how to access appropriate sources of advice and support BS9 ISR11
17. the illegality, unacceptability and harms of so-called 'honour'-based abuse; the legal protections and reporting processes in place to support people at risk of forced marriage, FGM, virginity testing and hymenoplasty, and how to access help safely, report concerns, and protect themselves or others BS12 BS13

Puberty and adolescence

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up DB1
2. about the adolescent brain; the relationship between brain development and hormonal changes as people mature DB2
3. how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health DB3
4. (at late key stage 3) how and why to carry out regular self-examination e.g. breast and testicular self-examination HPP4

Reproductive health and fertility

KS4 | Learning opportunities: Students should have the opportunity to learn...

1. that the menstrual cycle, including periods, varies over time and between individuals; how to recognise regular and irregular patterns, menstrual health concerns or symptoms, including premenstrual syndrome (PMS), heavy bleeding, polycystic ovary syndrome (PCOS), endometriosis; how to advocate for themselves with healthcare professionals DB3
2. about male and female fertility, how it changes over the life course, and can be affected by STIs and other lifestyle factors, and the options available to people who can't conceive DB4
3. the options available in the event of an unintended pregnancy (abortion, adoption, raising the baby); how to access impartial, medically and legally accurate information and support, and sources of emotional support ISR7
4. about healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus HPP7
5. about miscarriage and pregnancy loss and the support available HPP7
6. about reproductive and gynaecological health, including menopause and the importance of pelvic floor health DB3 DB4 HPP7
7. where, how and why to access reproductive health advice and treatment ISR12

Section 1: Relationships, Sex and Health Education (RSHE)

Sex education

KS3 | Learning opportunities: Students should have the opportunity to learn...	KS4 | Learning opportunities: Students should have the opportunity to learn...
1. to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive ISR1	9. about different types of intimacy; the importance of mutual pleasure in intimate, sexual relationships ISR1
2. how choices about sex can impact physical health, relationships and mental wellbeing ISR4	10. how to communicate sexual consent; their right to give, not give or withdraw consent at any point; the effects of alcohol and drug use on someone's capacity to consent ISR3 ISR10
3. the law relating to sexual consent RR8 ISR2	11. the potential social, emotional and physical consequences (including on sexual and reproductive health) of choices people make about sex; that some sexual behaviours can be harmful; how to seek support if concerned about a sexual relationship ISR4 ISR5 ISR11
4. about the purpose and efficacy of different contraceptives; how and where to access contraception and medically accurate advice ISR6 ISR12	12. about STIs and their prevalence; the symptoms, long- and short-term impacts, transmission, and treatment of STIs; the importance of regular testing ISR8 ISR9
5. the communication skills to effectively discuss contraceptive use (including condoms) with a partner ISR6	13. how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them ISR8
6. the risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended pregnancy ISR7 ISR9	14. how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services ISR7 ISR12
7. about STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people ISR8 ISR9	15. where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception ISR6
8. how to access confidential advice and treatment regarding sexual health ISR12	16. the skills to discuss contraception use with a partner, and when necessary assert their right to insist on its use ISR6
	17. to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment ISR12

Section 1: Relationships, Sex and Health Education (RSHE)

Inclusion, bullying and discrimination

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. that people have different values and perspectives, and how to manage differences constructively and respectfully RR4 RR5
2. that on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media OSA3 OSA9
3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination RR9 RR2
4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely RR9
5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied RR6

KS4 | Learning opportunities: Students should have the opportunity to learn...

6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online RR2 RR9
7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures RR4
8. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate OSA1 OSA3 OSA8
9. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others RR4 RR9 RR12
10. how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm RR12
11. to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics RR9 RR12
12. how harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours OSA8
13. safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes RR9 RR12
14. how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships RR10
15. to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to report and seek support for self or others RR6 WO3
16. strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report when needed OSA9 OSA10

Section 1: Relationships, Sex and Health Education (RSHE)

Online life

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. about rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private OSA1 OSA4
2. how to safely and responsibly form, maintain and manage positive, respectful and safe relationships online OSA1
3. that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings OSA2 OSA4
4. the role social media plays in connecting people, sharing experiences and finding community WO1
5. that what people share online about their life does not always reflect their reality; that media and social media can reinforce unrealistic expectations around physical appearance and relationships; the impact of comparing oneself to others online WO2
6. how to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information WO5 OSA3
7. how information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used OSA12 OSA13
8. that they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and manage their responses to it WO5
9. how persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline WO1
10. how to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online OSA14

KS4 | Learning opportunities: Students should have the opportunity to learn...

11. how to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing WO1
12. how media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification WO2
13. strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI OSA3 OSA12
14. about different forms of personalisation online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this WO5
15. how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online WO5
16. ways in which AI chatbots are designed to mimic human interaction and companionship; the potential risks and consequences of frequently engaging with AI chatbots; strategies for critically assessing the risks of new types of technology OSA15

Section 1: Relationships, Sex and Health Education (RSHE)

Online harms

KS3 | Learning opportunities: Students should have the opportunity to learn...	KS4 | Learning opportunities: Students should have the opportunity to learn...
1. that some online content (e.g. graphic videos, pornography, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence OSA8 OSA11	8. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns OSA4 OSA5 OSA6 OSA7
2. how to manage settings on platforms and services to avoid distressing content online, and the importance of speaking to someone if this content is seen, intentionally or accidentally WO7 OSA8	9. risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help swiftly, how to report and who to tell if scammed or involved in sextortion OSA14
3. how the portrayal of relationships and sex in the media, including pornography, and some online communities, can influence relationship expectations and attitudes, and normalise harmful behaviours RR11 RR12 BS15 OSA11	10. to recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support WO7
4. how generative AI works and is used; the ethical considerations related to generative AI, including regarding people's rights and the environment; about the impact and possible harms of generative AI tools, such as chatbots, on wellbeing, relationships and advice seeking OSA15	11. evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others' bodies RR11
5. the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences OSA4 OSA5	12. about the negative influence pornography can have on people who see it, accidentally or deliberately; that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour OSA8 OSA11
6. about the motivations, consequences and potential harms of creating and sharing deepfakes OSA7	13. how pornography can normalise harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone's neck or covering the mouth and nose is dangerous and can lead to serious injury or death RR11 BS14 BS15
7. when, why and how to report concerns to trusted adults and relevant platforms and organisations, such as Childline, CEOP, NSPCC's Report Remove tool or the police, and how this can help OSA6	14. about thinking errors (e.g. 'gambler's fallacy') and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help MW8 WO4

Section 1: Relationships, Sex and Health Education (RSHE)

Mental health and wellbeing

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1
2. how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations MW1 MW4 MW5
3. the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself RR3 MW2
4. how friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness MW2 MW3
5. that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships F6
6. about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition MW4 MW6
7. to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time MW7
8. how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. in response to the climate crisis or distressing events MW4 MW7
9. how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7
10. to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so * MW5

** In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.*

KS4 | Learning opportunities: Students should have the opportunity to learn...

11. how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing MW4 MW6 MW7
12. strategies for building connectedness with others, including making the most of opportunities for community participation and volunteering, and the importance of doing so for happiness and wellbeing MW2 MW6
13. how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness MW1 MW3
14. how wellbeing can be affected by negative thinking patterns; how to reframe negative thinking and learn from disappointments and setbacks MW4 MW6 MW7
15. to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7
16. the nature and prevalence of mental health difficulties that commonly affect young people; facts about, and signs of, more serious mental health conditions; what someone could do if concerned about their own or others' mental health or wellbeing MW5
17. about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours MW8 MW9
18. to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing * MW6 MW9

** In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.*

19. why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7

Section 1: Relationships, Sex and Health Education (RSHE)

Healthy lifestyles

KS3 | Learning opportunities: Students should have the opportunity to learn...	KS4 | Learning opportunities: Students should have the opportunity to learn...
1. the characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits PHF1	7. how physical activity and time outdoors can support mental health and wellbeing, including boosting mood PHF3 MW2
2. the benefits of physical activity and exercise for health and wellbeing PHF1 PH3 MW2	8. to make informed choices about physical activity, including the consequences of an inactive lifestyle, such as cardiovascular ill-health PHF1
3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences PHF1	9. about the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies HPP6 MW2
4. the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep HPP6	10. how to manage influences and maintain a balanced perspective on health and weight, body shape and size HE1 HE2
5. about nutrition and the role of a balanced diet as part of a healthy lifestyle HE1	11. the impact of diet on health, and how to make confident, informed and independent decisions about diet and nutrition, including with the support of a medical professional when required HE1 HPP8
6. how food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink HE1 HE2	12. to recognise influences on food and drink choices, including alcohol, barriers to healthy eating, and strategies for managing these HE3
	13. the benefits of making healthier food choices over the life course; the risks associated with unhealthy weight gain, including type 2 diabetes, cardiovascular disease and cancer HE2

Keeping well, health services, and first aid 1 of 2

KS3 | Learning opportunities: Students should have the opportunity to learn...	KS4 | Learning opportunities: Students should have the opportunity to learn...
1. the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes HPP2	9. how and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions and the importance of regular self-examination and cancer screening PHF2 HPP4
2. hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society HPP1 HPP5	10. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, fillers and the use of sunbeds HPP4
3. how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage HPP1 HPP4	11. how to help prevent and reduce the spread of bacteria and viruses; how to treat infection including responsible use of antibiotics and the risks presented by antimicrobial resistance HPP1
4. where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them HPP3 HPP8	12. about vaccinations available to adults, including the flu vaccine and travel vaccinations HPP5

Section 1: Relationships, Sex and Health Education (RSHE)

Keeping well, health services, and first aid Continued – 2 of 2

KS3 | Learning opportunities: Students should have the opportunity to learn...

5. how to respond to common injuries or minor ailments, including basic first aid BFA1 HPP3
6. how to respond in a range of emergency situations; to report rather than film incidents BFA2
7. life-saving skills, such as cardio-pulmonary resuscitation (CPR) BFA2
8. the purpose of defibrillators, how to locate and use them, and that anyone can do so BFA3

KS4 | Learning opportunities: Students should have the opportunity to learn...

13. about Gillick competence and medical consent; strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist, sexual health clinics, specialist services); to overcome potential concerns or barriers to seeking help HPP3 HPP8 HPP9
14. the purpose of blood, organ and stem cell donation for individuals and society * PHF4

** liaise with the science department for teaching about the facts and science of donation*

15. how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators BFA1 BFA2 BFA3

Drug education

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. the importance of taking prescription and over-the-counter medicines correctly DATV5
2. about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit DATV1
3. the law relating to the supply, possession, use and misuse of legal and illegal substances DATV1 DATV2
4. to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3
5. about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping DATV6 MW9
6. strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7
7. strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4

KS4 | Learning opportunities: Students should have the opportunity to learn...

8. the risks associated with the misuse of prescribed and over-the-counter medicines and how to recognise signs that something is wrong DATV5
9. the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society DATV1
10. about wider and long-term implications of criminal drug convictions, e.g. for career, travel and future opportunities DATV2
11. the law and risks related to buying or selling substances online WO6
12. the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity DATV4 ISR10
13. strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers DATV3
14. to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping DATV4 DATV6

Section 1: Relationships, Sex and Health Education (RSHE)

Personal safety, risk and influence

KS3 | Learning opportunities: Students should have the opportunity to learn...	KS4 | Learning opportunities: Students should have the opportunity to learn...
1. how to take care of personal belongings and use mobile phones safely when out and about PS1	10. ways to identify risk and manage personal safety in new environments, social settings and workplaces, e.g. taking trips, going to festivals, or travelling abroad without an adult PS1
2. skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know BS4 PS1	11. personal safety strategies when online, out with friends, meeting new people or dating, including identifying potentially dangerous situations and trusting instincts if something doesn't feel right BS4 OSA2
3. how risk taking behaviour is influenced by peers, including through social media, and the need for peer approval; strategies to manage peer influence in offline and online contexts PS2 PS3 BS2	12. to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media PS2 BS2
4. the risks associated with gambling, and that chance-based transactions in gaming can carry similar risks; strategies for managing peer and other influences relating to gambling WO4	13. to recognise situations involving adverse influence, grooming or exploitation (e.g. gang culture) and how to safely access appropriate help if involved in criminal behaviour PS4 PS6 BS11
5. the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing MW8 MW9 DATV3	14. the law relating to weapons and violence, including purchasing or supplying weapons online; the concept of joint enterprise PS5 WO6
6. skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous PS3	15. strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations PS3
7. how to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering, cybercrime); how to access appropriate support PS6 BS11	16. how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf PS4 BS16
8. motivations for, misconceptions about, and social, legal and physical consequences of carrying knives or other weapons; strategies for managing pressure and influence to carry a weapon PS5	
9. which trusted adults can support them with worries about knife crime or violence, and the likely outcomes of reporting concerns PS4	

Appendix 3: Parent form: withdrawal from sex education

- Parents **cannot** withdraw from Relationships Education (this is statutory)
- Parents **can** withdraw from Sex Education (except the biological aspects taught in Science) up to three terms before their child turns 16
- Once a child is within three terms of turning 16, if they wish to receive Sex Education, the school must provide it regardless of parental wishes

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS	
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/carer,

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

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

Anne Marie Mika