

ASHBY SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY

Documentation Information			
Reviewed By	Roger Skervin	Responsibility	Governors
Last Reviewed	April 2023	Next Review	HT5 2024-25
Review Cycle	Two yearly	Ratified by LGB	April 2023

CONTENTS

Statutory guidance and definitions	2
Aims & Objectives	2
Curriculum	3
Organisation and Content of Relationships and Sex Education lessons	3
Roles & Responsibilities	4
Inclusion	4
Specific issues	5
Appendix 1 – Curriculum Map	6
Appendix 2 – DfE requirement	8
Appendix 3 – Withdrawal form	12

LINKS TO OTHER ASHBY POLICIES

This document should be read in conjunction with the following Ashby policies and procedures:

- Safeguarding

CONSULTATION

Completed via electronic newsletter link in April 2023 – response information available on request

Statutory guidance

Ashby School must provide Relationship and Sex Education (RSE) to all students as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. Our policy will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance will conform to the statutory guidance applicable to schools from September 2020.

What is relationship and sex education?

RSE is lifelong learning about physical, sexual, moral and emotional development and the consequences of sexual relationships. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective RSE does not promote early sexual experimentation but teaches young people how to understand human sexuality and respect themselves and others. It will enable our young people to mature, build confidence and self-esteem. It will support young people as they become adults to develop safe and healthy sexual relationships at appropriate times, thus also supporting their mental health.

Policy development

This policy has been developed in consultation with a range of stakeholders.

Aims and Objectives

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and a respect for individual conscience, and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

Relationships and Sex Education in Ashby School has three main elements:

i) Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life, stable and loving relationships, and marriage
- Learning about the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

- Challenging myths, misconceptions and false assumptions about normal behaviour

ii) Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict

iii) Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- Avoiding unplanned pregnancy

Curriculum

We have developed the curriculum in consultation, taking into account the age, needs and feelings of students. If students 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.

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

RSE is taught through the Personal Development Curriculum which includes our personal, social, development lessons and tutor time curriculum. Biological aspects of RSE are also taught within the science curriculum. The provision of RSE is progressive in terms of language, concepts, content, increasing in depth and complexity as students' progress through the school. RSE is delivered through specific units of work.

Students may also receive stand-alone RSE sessions delivered by a trained health professional when appropriate and following consultation with parents.

For more information about our curriculum, see our curriculum map in Appendix 1. Please note we may need to adapt it as and when is necessary.

Organisation and Content of Relationships and Sex Education lessons

Any RSE lesson may consider questions or issues that some students will find sensitive. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. We endeavour to create a safe learning environment where all feel they can contribute as appropriate. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum.

Roles and responsibilities

The Governing Body

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see page 5).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students e.g. those with special educational needs.
- Responding appropriately to students 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 relevant member of SLT. Tutors and subject teachers through their role in delivering the Personal, Social Development lessons and the Tutor Time curriculum are responsible for teaching RSE in your school. This is overseen and managed by the Personal Development leads, Year Team Leaders and also the Assistant Headteacher for Culture and Community.

CPL team meetings are held to support staff with delivery of RSE. Ashby School also arranges for external experts to provide support and training to staff teaching RSE and/or to deliver some areas of RSE themselves.

Students

- Students are expected to engage fully in RSE, as with any other area of their education (unless they have been withdrawn from the sex education components of the RSE Curriculum.
- Students are expected to treat others with respect and sensitivity.
- Students are expected to engage with RSE in line with the Ashby School Student Behaviour Policy, which is based on equal respect (for ourselves, each other, diversity, the environment and achievement).

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.

Students with Special Educational Needs and Disability

We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our learners, taking specialist advice where necessary. The policy of Ashby School is that SEND students should follow the same RSE programme as all other students. When appropriate, and to ensure that the RSE Curriculum is accessible for all students, teaching will be differentiated, and content will be adapted to meet the needs of SEND students. This will be done on a case by case basis, through collaboration between mainstream teaching staff, staff who specialise in SEND students in general or work closely with particularly SEND students and wider support systems as appropriate (e.g. parents or carers and specialist agencies).

When delivering RSE to SEND students, Ashby School will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.

- The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability.
- The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex Education is relevant to them.

Topics will be taught within the context of family life and not in a way that discriminates against or stigmatises students based on their personal circumstances. RSE reflects that, in our diverse society, “family life” can include single parent families, LGBTQ+ parents, adoptive parents, foster parents/carers, families headed by grandparents and other support structures.

Specific issues within RSE

Withdrawal

- Parents or carers have the right to request that their child be withdrawn from all or part of the sex education component of the RSE Curriculum, until three months before their child turns 16.
- After this point, it is the child’s choice: if a child who is at least 15 years and 9 months old chooses to be taught the sex education components of the RSE Curriculum, Ashby School will take all reasonable efforts to ensure that these are ‘caught-up’.
- The sex education component of the RSE Curriculum are those areas covered in the “Intimate and sexual relationships, including sexual health” part of Appendix 2 – DFE requirements.
- Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).
- The form for making a request for withdrawal is outlined in Appendix 3 of this Policy. It needs to be addressed to the Headteacher, via the school office or admin email address.
- Requests will be granted unless exceptional circumstances exist.
- The appropriate member of senior leadership should discuss the request with parents/carers and, as appropriate, with the child to:
 - a. Ensure that their wishes are clear;
 - b. Clarify the nature, purpose and intended benefits of the RSE Curriculum; and
 - c. Explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSE Curriculum from other students, rather than a qualified adult.
- These discussions should be noted, and withdrawal requests will be stored on the student’s educational record.
- When a student is withdrawn from the non-statutory areas of sex education, they will be given alternative work and a supervised place to study.

Confidentiality

Teachers or other members of staff cannot agree to maintain a child's confidentiality. If a member of staff believes that the child is at risk or in danger, she/he will talk to the named Designated Safeguarding Lead (DSL) who may confer with the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported throughout the process.

Advice to individual students

It is understood that it is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual students on these issues. Effective teachers have always taken an interest in the welfare and well-being of their students. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to students under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual student advice on such matters without parental knowledge or consent would be inappropriate.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Disclosures

If a member of staff learns that a student under 16 years old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is persuaded to talk to their parent/carer
- Child protection issues are addressed
- The young person receives adequate counselling and information

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal RSE arising from students' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Co-ordinator if they are concerned.

Equal Opportunities and Inclusion

The RSE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the students.

RSE is inclusive and meets the needs of all young people, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships. We will address explicit and implicit homophobia in schools, and issues of related bullying.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional learning. The School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support for learners and staff training.

Monitoring and Review

This policy will be monitored regularly to assess its implementation and effectiveness. The policy will be reviewed by the Governing Body as per the published policy review cycle.

The delivery will be monitored and assessed through a variety of methods. This will include learning walks, staff and student voice.

Appendix 1: Personal Development Curriculum Map (which includes RSE)

KS3

	YEAR 7	YEAR 8	YEAR 9
Autumn Half-Term 1	Transition and safety	Drugs and alcohol	Peer influence, substance use and gangs
Autumn Half-Term 2	The Best of Me	Careers	Careers
Spring Half-Term 1	Diversity	Discrimination	Respectful relationships
Spring Half-Term 2	Health and puberty	Emotional wellbeing	Healthy lifestyle
Summer Half-Term 1	Building relationships	Identity and relationships	Intimate relationships
Summer Half-Term 2	Linking careers into the curriculum	Digital literacy	Careers

KS4

	YEAR 10	YEAR 11
Autumn Half-Term 1	E-safety and health	Next steps
Autumn Half-Term 2	Citizenships, government and politics	Careers
Spring Half-Term 1	Healthy and respectful relationships	Communication in relationships
Spring Half-Term 2	Exploring influence	Independence and transition
Summer Half-Term 1	Careers	Independence and transition
Summer Half-Term 2	Financial decision making	

KS5

	YEAR 12	YEAR 13
Autumn Half-Term 1	Mental health and wellbeing	Next steps
Autumn Half-Term 2	Readiness for work	Independence
Spring Half-Term 1	Diversity and inclusion	Intimate relationships
Spring Half-Term 2	Planning for the future	Building and maintaining relationships
Summer Half-Term 1	Respectful relationships	Financial choices and the wider World
Summer Half-Term 2	Healthy choices and safety	

RSE content will also be covered via whole school and pastoral assemblies, the tutor time programme and through commissioning of outside agencies.

The following curriculum area also deliver or support key aspects of our RSE curriculum:

- Personal Development lessons (PD)
- Science
- English
- Religious Studies
- Physical Education
- Drama
- I.T. including E2L
- Art and Photography
- MFL
- History
- Sociology

Appendix 2: The Department for Education requirements

By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> 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 (for example, 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

TOPIC	STUDENTS SHOULD KNOW
Online and Media	<ul style="list-style-type: none"> • 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, for example 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

TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships including sexual health	<ul style="list-style-type: none"> • 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, for example 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 and menopause • 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

	<ul style="list-style-type: none"> • 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 and 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
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Physical health and mental wellbeing

TOPIC	STUDENTS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

TOPIC	STUDENTS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

TOPIC	STUDENTS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.

TOPIC	STUDENTS SHOULD KNOW
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

TOPIC	STUDENTS SHOULD KNOW
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

TOPIC	STUDENTS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

TOPIC	STUDENTS SHOULD KNOW
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.¹⁵ • the purpose of defibrillators and when one might be needed.

TOPIC	STUDENTS SHOULD KNOW
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3: FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM.

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	
---------------------------------------------	--