



**ASHFIELD  
SCHOOL**

# RELATIONSHIP AND SEX EDUCATION POLICY

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## 1. Introduction

The following school Relationships and Sex Education Policy has been established in accordance with the statutory legislation and advisory guidance.

## 2. Rationale and Ethos

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

**As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of Personal Development Education (PDE). The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.**

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently **not** compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Ashfield School are dedicated to ensuring all stakeholders feel supported in acquiring knowledge and guidance on essential topics.

The link below signposts students, parents and carers to further information about modules covered in the Personal Development curriculum and promotes through school wide initiatives.

<http://www.ashfield.notts.sch.uk/Student-Wellbeing-and-Safeguarding>

## 3. Policy development process

This policy was formulated in consultation with the whole school community with input from;

- Members of staff - through regular agenda items at staff meetings, consultation documents, surveys
- Governors - discussions at governor's meetings, training
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings
- Children - pupils contribute to the development of the policy through the school council, circle time discussions etc.
- Other partners - visiting external providers in school; health, police, wider community, faith groups

## 4. Parental rights to withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.



If you have questions about the content covered or any concerns, please do not hesitate to contact the PDE LT Link: Nicola Hillyard ([Nicola.Hillyard@ashfield.ttct.co.uk](mailto:Nicola.Hillyard@ashfield.ttct.co.uk)).

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught.

A list of frequently asked questions with detailed explanations can be found by clicking the link below: [https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?utm\\_source=125e7fca-88a1-4c1c-900f-6c8d3c88c608&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?utm_source=125e7fca-88a1-4c1c-900f-6c8d3c88c608&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)

## 5. Roles and responsibilities

The Head teacher - has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The PDE Lead will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

## 6. Aims and objectives

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way.

## 7. Staff training

RSE can be a sensitive issue and all staff involved in its delivery are provided with training via scheduled INSET sessions and a video training programme. Additional provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

## 8. Curriculum design

The RSHE curriculum adopts a spiral approach and is taught primarily through PDE Lessons and a structured pastoral programme, but the delivery is also supported by:

- External providers
- Extended tutor sessions
- Workshops
- Bolt on sessions
- Links to other curriculum areas e.g. PE, Science, Religious Education, Health and Social Care, Child Care, Sociology (see curriculum audit for full list).



The programme will be delivered to all students by:

- Dedicated selected staff supported by a variety of professionals, including where appropriate, the Safeguarding team, police, TECT Team, CEIAG with expertise in specific topic areas.
- The RSHE curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older
- Lessons are delivered to mixed-ability teaching groups
- Lessons are created in the style of the 'Ashfield Lesson' to support and challenge learning.
- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum science.
- The teacher will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement
- All teachers will endeavour to create a supportive environment for all pupils
- Pupils are regularly informed of who can offer confidential support and where they can access sexual health services
- Local data will be used to inform priorities for the school's RSHE programme - such as schools health profile
- Across all key stages, students will be supported with developing the following skills;
  - Communication - speaking and listening, including how to manage changing friendships, relationships and emotions
  - Recognising and assessing potential risks
  - Fostering high self-esteem and positive decision making
  - Seeking help and support when required
  - Informed decision making
  - Self-respect and empathy for others
  - Recognising and maximising a healthy lifestyle
  - Managing conflict
  - Discussion and group work

## 9. Content

Feeder primaries are contacted to ascertain an understanding of what pupils have covered prior to their transition to secondary. This ensures our spiral curriculum continues to support knowledge and skills acquired during primary school.

### Physical health and mental wellbeing

Building on what pupils have learnt at primary school, teaching will focus on enabling pupils to make well-informed, positive choices for themselves. They will be taught about the impact of puberty, understand the physical and emotional changes and how these may impact on their wider health and wellbeing and what steps they can take to support their own health and wellbeing. By the end of secondary school pupils should know more about

- Promoting mental wellbeing
- Mental health disorders
- Exam stress and anxiety
- Mental health first aid
- Online behaviour and safety
- Road safety
- Physical health and fitness
- Healthy eating and eating disorders
- Drugs, alcohol and tobacco
- New psychoactive substances
- 'Know your body' (cancer prevention)
- Basic first aid

### Relationships and Sex Education

If you require a full list of topics covered for each year group please contact the PDE LT Link - Nicola Hillyard ([Nicola.Hillyard@ashfield.notts.sch.uk](mailto:Nicola.Hillyard@ashfield.notts.sch.uk))



Year 7	In this module students complete an age appropriate programme of study designed to help them understand puberty and their body, raise self-esteem and recognise appropriate contact/conduct.	R1-R6, R9, R10, R13, R15, R16 R18, R21, R23, R24, R28, R31, R40, R42- R44
Year 8	Students complete an age appropriate programme of study designed to help them understand healthy relationships (in person and online), refresh their knowledge on puberty and investigate the relationship between body image and the media.  Students also establish what sexual consent is and its importance, investigate pregnancy and options, and practice managing risk.	H3, H4, H7, H10, H11, H21, H22, H34, H35, R1-R19, R21, R22-R28 R31- R36, R40 R42, R43
Year 9	Students complete a series of lessons building on the knowledge gained in Y8 RSE and Y9 Health and Wellbeing. The topics focus on understanding the importance of consent, establishing boundaries within relationships, safe sex, pregnancy, options and making informed and positive choices. This unit is centric to student safety. Through the Health and Wellbeing module pupils study sexing, grooming, child sexual exploitation (CSE) and abusive relationships.	R1-R12, R13- R23- R37, R40, R42, L1, H35, H36, H22
Year 10	Students complete an eclectic series of lessons designed to encourage the creation of a transferable skills set. Topics include, establishing positive relationships, consent, pornography, forced marriage, female genital mutilation, reproductive health, conception, pregnancy and options.	H2-14, H27, H31, H32, R1-13, R13-19, R24-33, L1-3, L7-15.
Year 11	Students complete an eclectic series of lessons designed to encourage the creation of a transferable skills set. Topics include, establishing positive relationships, consent, pornography, forced marriage, female genital mutilation, reproductive health, conception, pregnancy, and options.	R1, R5, R18, R19, R23, R25, R27, R28, R29 H22, H25, H27, H31 H22, R14, R15 R24- R26, H30, H32, H33
P16	PD16+ programme designed by year team and informed by SMT. Sessions deliver via the pastoral programme and drop-down sessions. Sessions support via weekly drop-in sessions (Tuesday).	
SEND	RSE is delivered to SEND students via a strategically designed curriculum specific to their individual need.  LINK: MCA	
ARC	RSE is delivered to AP students via a strategically designed curriculum specific to their individual need  LIN: BUN	

All year groups complete an additional 6-week PSHE pastoral programme via tutor time. Students build on knowledge gained during their PDE journey and review all topics previously covered.

This approach ensures students have the skills and knowledge to make well-informed choices, can effectively manage risk, understand safe sex and the implications of unsafe sex etc. In addition to the above, it is important for children to know what the law says about sex, relationships and young people. Teaching about the following will help pupils know what is right and wrong in law, but also provide a good foundation of knowledge for deeper discussions about all types of relationships. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including.

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Harmful Sexual Behaviours



- Online behaviours including image and information sharing (including 'sexting', youth- produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- CCE
- CSE
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

### **10. Managing difficult questions**

It is inevitable that controversial issues may occur as part of RSE, such as divorce, rape abortion, pornography etc. the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

### **11. Monitoring, evaluation and review**

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Interim and end of unit valuation from pupils after specific topics
- Termly homework assessments (multiple-choice)
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Pupil feedback via School Smart Council
- Annual PSHE Parent Panel

The PDE curriculum is subject to annual Quality Assurance, comprising of lesson observations, work samples and student/staff panels. This ensures teaching and learning is monitored and all stakeholders are giving the opportunity to feedback their thoughts on improving the curriculum.

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.

### **12. Confidentiality and child protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

### **13. Links with other policies**

The RSHE policy should be read in conjunction with the following policies;

- Safeguarding
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Sex Education



- Inclusion
- Equality and Diversity

#### 14. Useful documents

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- SEND Code of Practice
- Relationships Education
- Safeguarding: NSPCC PANTS rule with film.
- Example of model primary curricula from Catholic Education.
- Relationships and Sex Education
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- Example model secondary curricula from Catholic education.
- Mental health
- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.
- Online safety
- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child
- Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.
- PSHE
- PSHE Association Programme of study for KS1-5
- Drugs and alcohol
- Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons
- Extremism and radicalisation
- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.
- Curriculum
- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).
- Schools may wish to draw on the Citizenship programme of study in their planning.
- Data to understand the health and wellbeing needs of the local school-age population
- Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.
- It includes school-age health profiles and young people's health profiles.
- The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.
- There are also early years health profiles.

