



Ash Manor School

Relationships and Sex Education Policy

Governors' Committee Responsible:	Experience
Nominated Lead Member of Staff:	Deputy Headteacher
Status & Review Cycle:	Statutory 1 year
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1. Aims

As an integral part of our whole school PSHE education provision

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

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online; and
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

2. Statutory requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE has become statutory in all schools since September 2020. Secondary schools must have regard to guidance issued by the Secretary of State as outlined in **s403 of the Education Act 1996**.

3. Definition

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

4. Delivery of RSE

RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Across both Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- 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

5. Roles and responsibilities

5.1 The governing board

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

5.2 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 components of RSE (see section 6).

5.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

5.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

6. Parents' consultation

We are committed to working with parents and carers and on request can provide copies of resources taught in lessons. Parents will be notified when RSE is being taught.

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

7. Training

Staff are trained on the delivery of RSE by the PSHE Association and Sex Education Forum and meet on a regular basis with the Head of Department during Department Meeting time, on INSET days and during CPD sessions.

On Personal Development days the school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to deliver additional sessions on RSE.

8. Monitoring arrangements

The delivery of RSE is monitored by the Head of Department and school leadership team through learning walks, book scrutinies, lesson observation and student voice.

Students' development in RSE is monitored by class teachers using PSHE Association progress checking sheets and written task assessments, but is not formally assessed using the 9-1 grading system used by other subject areas.

Student voice is influential in adapting and amending learning activities.