



Policy / Procedure / Academy Document

Relationships and sex education policy

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Relationships and sex education policy

The Ashley School Academy Trust



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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

As a special school academy, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

At The Ashley School Academy Trust we teach RSE as set out in this policy. We will adapt the statutory framework to best suit the need of learners, which may fall outside of the chronological phase.

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 – the policy will be available on the school website for any interested parties to view
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made was shared with the Standards Committee for approval and is ratified by the Trust Board.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, sexual health, sexuality, 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 taking into consideration the needs of our pupils.

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.

Primary education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Understanding the rules around consent and how to keep themselves safe

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 (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. AI/Deep Fake aspects of RSE are taught within our ICT curriculum.

Relationships education for our primary children focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

RSE for our secondary aged children 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, LGBT 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).

If we are aware of a pupil's particular sensitivity to RSE due to known trigger factors or previous adverse life experiences, we will use suitable interventions and/or look at other ways of delivery.

7. Roles and responsibilities

7.1 The board of trustees

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

The board of trustees has delegated the approval of this policy to the Standards Committee and will be monitored by the PSHE Lead Teacher and the Assistant Headteacher.

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/non-science 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/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 subject leader in the first instance, and the headteacher should their concerns ultimately not be resolved.

Teachers responsible for the delivery of RSE are outlined in the school timetable, which is available on request.

The Lead Teacher for RSE is the PSHE Lead for the school.

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. Parents' right to withdraw

Primary and secondary aged pupils:

Parents do not have the right to withdraw their children from relationships education. However, parental concerns will be listened to and teaching staff will work together with parents/carers to ensure suitable relationships education is delivered for each individual child.

Secondary aged pupils:

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing either using the form found in Appendix 3 of this policy and addressed to the headteacher, or by any other written means. However, parental concerns will be listened

to and teaching staff will work together with parents/carers to ensure suitable sex and relationships education is delivered for each individual child.

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.

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

9. Training

Staff training is kept up to date and the PSHE Lead has attended numerous training opportunities in order to provide suitable provision for the cohorts of our school.

The PSHE Lead 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 where required.

10. Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team and the Lead Teacher for RSE through:

- Work scrutinies, learning walks, and observations.
- Pupils' development in RSE is monitored by class teachers and Subject Lead as part of our internal review systems.
- This policy will be reviewed by the PSHE Lead and the Assistant Headteacher no later than every 3 years, or if there is a significant national policy change. At every review, the policy will be approved by the trustees via the Standards Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year groups below are broad guides and given our pupils and their readiness for each element of RSE there may be pupils accessing topics outside of this framework and their chronological year within it.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
TASAT Year 3	Summer	Relationships: • How boys and girls are similar or the same (interests) and to begin to challenge gender stereotypes. • Recognise positive friendships and develop strategies to resolve conflict. • Understand that there are many different types of families. • Develop a positive body image. • How to keep clean and look after my body. • Name external body parts and recognise those that are kept private. • Learn the NSPCC PANTS rule around consent. • To identify safe and unsafe situations and know who helps to keep me safe.	Growing up with Yasmine and Tom PSHE Association NSPCC 'Pants'
TASAT Year 4	Summer	Relationships: • How boys and girls are similar or the same (interests) and to begin to challenge gender stereotypes. • Recognise positive friendships and develop strategies to resolve conflict. • Understand that there are many different types of families. • Develop a positive body image. • How to keep clean and look after my body. • Name external body parts and recognise those that are kept private. • Learn the NSPCC PANTS rule around consent. • To identify safe and unsafe situations and know who helps to keep me safe.	Growing up with Yasmine and Tom PSHE Association NSPCC 'Pants'

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
TASAT Year 5	Summer	Relationships and Health Education: • Understand gender stereotypes particularly around the workplace. • Develop a positive sense of self (respect differences, celebrate talents and know how to make myself feel better when feeling down). • Understand what makes a happy, healthy friendship. • Further explore diversity in families. • Naming body parts inc penis, vulva, nipples. • NSPCC PANTS rule around consent. • Know how to keep clean and prevent the spreading of germs.	Growing up with Yasmine and Tom PSHE Association NSPCC 'Pants'
TASAT Year 6	Summer	Growing up: • Recognise challenges in both off and online friendships. • Know when secrets are safe and unsafe to keep. • Understand peer pressure and develop the skills to say no. • Safe and unsafe touch inc the NSPCC PANTS rule around consent. • Understand body changes in boys and girls as we get older. • Learn about periods (menstruation). • To understand about wet dreams and masturbation. • To identify external agencies that are there to help us.	Growing up with Yasmine and Tom PSHE Association NSPCC 'Pants' Living and growing (if needed to supplement) Childline website

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
TASAT Year 7	Summer	Growing up: • Naming body parts inc penis, testicles, vulva, vagina. • Know to respect my own and others' bodies – consent. • Further understanding of gender stereotypes. • Increase in responsibilities as we get older. • Changes in boys and girls as we go through puberty.	Twinkl Life PSHE Association Living and growing
TASAT Year 8	Summer	It's my body: • Further understand appropriate touch and the rules around consent. • How to keep my body healthy e.g. sleep, diet and exercise. • Personal hygiene and how to look after my body. • How to prevent the spread of disease through personal hygiene.	Twinkl Life PSHE Association
TASAT Year 9	Summer	Growing up: • Changes during puberty for boys and girls. • Understand the human reproductive system. • Further explore the variety in family dynamics. • To know what is needed to make a baby. • To understand how babies are born.	Twinkl Life PSHE Association
TASAT Year 10	Summer	Puberty, emotional health and wellbeing: • Changes during puberty for boys and girls. • Greater understanding of the menstrual cycle and the variety of products available. • Further understanding of wet dreams and masturbation.	EC Resources Talkabout Sex and Relationships PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
TASAT Year 11	Summer	Sex Education: • To learn about sexually transmitted infections and how these are treated and prevented. • To understand the range of contraceptive choices available. • Understand consent and the law around sexual intercourse. • Recognise how relationships can be mis-represented in the media inc pornography. • Understand the stages of pregnancy and birth. • Know the choices available during pregnancy inc abortion, adoption • Know about the responsibilities of parenting. • How lifestyle can impact fertility and assisted fertility methods available. • To understand the dangers of explicit sexual content that can be harmful including an awareness and understanding of AI/Deep Fake sexual content. To understand that illegal sexual content exists and the risks and consequences involved.	EC Resources Talkabout Sex and Relationships PSHE Association

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• 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 e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • 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 (e.g. 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	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including AI/Deep Fake and 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 e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • 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
Being safe	• 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	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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, e.g. 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 • 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 • 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/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

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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