



Relationships and Sex Education Policy

Brent River College

Approved by:

Date:

Last reviewed on: 22.09.23

Next review due by:
22.09.26

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1. Introduction to the policy

In line with the Brent River College curriculum intent, we aim to provide high quality, personalised learning programmes that re-engage students with education and enable them to make positive and well-informed choices. We believe that our students are entitled to an excellent RSE curriculum, which will help them develop resilience, perseverance and an awareness of how to lead healthy, fulfilling lives.

Curriculum Intent –

At Brent River College, we are committed to:

- 1. Investing in all our students, through our curriculum, to help them become:**
 - a. Confident and aspirational young people, who are able to live safe, healthy and fulfilling lives
 - b. Responsible citizens who can make a positive contribution to society
 - c. Successful learners who enjoy learning; make good progress, achieve excellence and are on the route to economic well-being

1. Aims

RSE, as part of our personal development curriculum, is vital to the development of our students. The BRC ethos is based around our seven core values of Belief, Respect, Integrity, Vision, Excellence, Responsibility and Courage. These values underpin all of the work we do and lend themselves specifically to the aims and outcomes of our RSE curriculum. We aim to inform and equip our students with the knowledge and skills they need to become confident, empathic and respectful citizens who have self-belief, courage and the ability to make informed choices about their lives. Through doing this, we want our students to achieve the best outcomes and be able to build positive relationships with others.

The planned programmes of study are designed to help our students to deal with the difficult moral, social and health-related issues that arise in their lives and in society. Our aim is to provide our students with the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

Effective RSE is also a key component in our approach to safeguarding our students through the curriculum.

2. Principles

The principles of relationships and sex education (RSE) at Brent River College are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide students with an understanding of sexual health, emotions and relationships

- Support students to learn and understand physical development and changes linked to puberty before they experience these changes for themselves
- Teach students the value of family life, stable and loving relationships
- Teach students to develop good relationships and learn to respect the differences between people
- Support students to manage their emotions and relationships confidently and sensitively
- Enable students to be able to recognise the signs of unsafe situations, avoid exploitation and abuse and ask for help and support
- Provide students with the understanding about the range of relationships, including importance of family for care and support
- Develop students' confidence in talking, listening and thinking about feelings and relationships
- Provide students with an understanding of the consequences of their actions and an understanding of being responsible within relationships
- Teach students to understand the role the media plays in forming attitudes
- Providing students with a LGBT-Inclusive Relationships and Sex Education (RSE) with opportunities to discuss gender identity and sexuality, and including LGBT people in themes in PSHE and the wider curriculum.

4. Statutory requirements

1. In teaching RSE, we must have regard to [guidance](#) outlined in section 403 of the [Education Act 1996](#).
2. Through our primary unit, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education except for the elements of sex education contained in the science curriculum'

In the primary unit at Brent River College, we teach RSE as set out in this policy.

3. Within our secondary provisions (KS3 & KS4), we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In our secondary provisions at Brent River College, we teach RSE as set out in this policy.

5. Policy development

At Brent River College, we will consult with parents when making changes to our RSE policy and maintain good practice by consulting with staff and students too.

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. **Review** – A 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. **Consultation with parents** – Parents were consulted on Target setting day (2020) using a questionnaire (Appendix 3) along with the policy in order to feedback and make recommendations. Those parents who did not complete the questionnaire during the target setting meetings were given a copy to complete at home and return. The policy was reviewed and parents consulted as part of the review in September 2023 via a parent/carer questionnaire available on our website and during face-to-face consultations with parent/carers on-site.
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE. Pupils were consulted again as part of the review of the RSE policy.
5. **Ratification** – once amendments were made, the policy was shared with the management committee and ratified.
6. **Website** – When the RSE policy originated in 2020, a letter was sent out to parents/carers informing them of the new RSE curriculum and directing them to review the policy on our school website - <http://www.brentrivercollege.london/>. Sept 2023 – The policy remains available on the website for review. Feedback and recommendations can be submitted to the school using the form found in Appendix 4 of this policy that is also accessible on the school website.

6. Definition

At Brent River College, we define 'Relationships and Sex Education' as learning about physical, moral and emotional development that students need in order to understand their own and others' sexuality.

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on- and offline. Some aspects are taught in Science, and others are taught as part of Personal, Social, Health and Economic Education (PSHE).

Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health. We believe it is important to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities.

Aspects of RSE are a statutory entitlement for students at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection. We believe it is important to address relationships and sex education in this age group because they are considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

7. Curriculum

All our students are entitled to a broad, balanced and relevant curriculum that meets their individual learning needs and promotes their spiritual, moral, social, cultural, mental and physical development. The teaching of RSE enhances learning by offering a range of opportunities to improve their knowledge and understanding of different types of relationships, their own emotions and the changes that they will experience as they grow up and become adults. Using the curriculum mapping for RSE we will directly involve students by teaching a high quality integrated programme that responds to many of the key issues associated with puberty, adolescence and becoming an adult. However, this approach may often require a closer examination of individual and group needs. This might include RSE being taught to same-gender groups.

We have developed the curriculum in consultation with parents, pupils and staff, 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 do not seek answers online.

Our RSE curriculum is available upon request. It is adapted as and when necessary.

8. 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, and other aspects are included in Religious Education (RE), Humanities and other areas such as Intervention groups, Mentoring sessions, Gender-specific groups and Targeted workshops (internal and external). All students (unless withdrawn by parents) also receive stand-alone sex education sessions delivered by a trained health professional through external agencies (e.g. Brook & School nurse).

KS1 and KS2

Relationships education 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

For more information about our RSE curriculum, see Appendix 1.

KS3 and KS4

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

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).

RSE education at Brent River College is coordinated by the Senior Leadership Team. They are responsible for the implementation and review of the programme. They monitor the planning and delivery of content and offer guidance and support in the delivery and assessment of RSE.

The RSE education programme is delivered in a variety of ways:

- Discrete PSHE education curriculum time, which provides focused opportunities for the development of knowledge, skills and understanding in safe and structured lessons.
- The PSHE curriculum includes PiXL Wellbeing, which forms a part of our RSE curriculum offer and is mainly delivered through PSHE but also features in other subjects and events across the curriculum. PiXL Well-being is split into 3 areas -

PiXL My Health

Being active –Body Health, Fitness, Strength and Flexibility.
Recharge – Healthy Routines, Sleep, Rest & Recovery and Being Mindful
Nutrition – Healthy Eating, Smart choices and Energy levels
Behaviour – Health Risks, Attitude, Staying Safe and Looking ahead.

PiXL My Life

Connections – Relationships, Interactions, Survival and Support
Pride – Environment, Appearance, Confidence and Actions
Personal Growth – Challenge, Hobbies, Opportunities and Achievements
Lifestyle – Making Choices, Healthy Habits, Responsibility and Balance.

PiXL My Mind

Focus – Goal setting, Strategy, Belief and Motivation
Feelings – Emotions, Positivity, Mental Health and Self-Awareness
Mindset – Health, Mind & Body, Mind Training, Mental Toughness and Determination
Self-Management – Preparation, Coping Strategies, Self-Control and Support Networks

- **Science** – Teaching and learning on health, drugs (including medicines), sex education and safety
- **Humanities** – Teaching and learning on gender stereotypes, discrimination and fake news
- **Gender-specific groups** – Gender stereotypes, equality, personal development, health and hygiene.
- **Cross-curricular links when appropriate. For example:**
 1. **English** – Skills in enquiry and communication, discussion and presentation of arguments, texts with personal health and relationship issues
 2. **ICT** – Staying safe online

3. **Citizenship** – Implications of sustainable development for pupils’ own lives, importance of respect, study of cultural differences and religious beliefs
4. **Physical Education** – Teaching and learning about health, safety and fitness, development of cooperation and commitment, teamwork and competition
5. **Religious Education** – Religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
6. **PiXL Edge** – LORIC Programme – Leadership
7. **SEAL Programme** – Social and emotional aspects
8. **Intervention group** – Topics identified by students surrounding the issues that young people in society face – Focus on relationships, impact of social media and youth culture

RSE may also be delivered through -

- Small group work
- 1:1 work for some students with key workers
- One-off events or visits
- Through the personal, social development elements of external programmes
- Through the use of ICT and interactive websites
- Tutor time
- Mentoring
- School Skills
- Intervention group

Active, inclusive teaching and learning approaches will be used to engage and involve students in their learning.

All staff in our school will be confident to talk with students about their health and wellbeing and to screen them and refer them to services as appropriate.

Some of our RSE Education will be delivered to small groups of students on-site by external providers including:

- Sexual Health Advisers / Targeted Teenage Pregnancy Workers
- School nurse
- Safer schools officer
- ELEV8 Young People’s Service
- Brook sexual health and/or other external sexual health organisations
- Therapy
- Counsellor
- Youth offending team – Specific workshops/Interventions

In addition, other visitors may contribute to the RSE education through the delivery of one-off sessions. These may include specialists from:

- Theatre group workshops
- St Giles
- MIND

All visitors to our school will have up to date DBS checks and will be reminded of our child protection and safeguarding policy. Visitors to our school will be supported in the delivery of sessions by school-based staff. **For more information about our RSE curriculum, see Appendix 1.**

9. Roles and responsibilities

9.1 The Management Committee

The management committee will approve the RSE policy, and hold the Headteacher to account for its implementation.

The management committee has delegated the approval of this policy to the full management committee tri-annually.

9.2 Heads of Centre and Headteacher

Heads of centre and Headteacher are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components; this means that if it is not compulsory from the government you have the right to withdraw your child (see section 8).

9.3 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 Headteacher.

RSE Teaching staff –

- Head of Centre (KS3) – Personal Development Curriculum
- PSHE Teacher/s – PSHE
- PiXL Teacher/s - PiXL
- Humanities Teacher – Geography, History, Citizenship and RE.
- KS1 & KS2 Teacher
- Science Teacher
- Citizenship Teacher
- Youth Engagement officers and Deputy Head of Centre/s – Gender-specific groups, mentoring and interventions
- External Providers – BROOK, SSO etc...

9.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. Parents' right to withdraw

Parents cannot withdraw their children from Relationships Education in primary or secondary school. They can withdraw their children from some or all of Sex Education at both primary and secondary level, up until three terms before their child's 16th birthday.

If Parents wish to do so, they must contact the Head of Centre.

KS1 and KS2

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components; this means that if it is not compulsory from the government you have the right to withdraw your child.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head of centre. This form can be found on the school website - <http://www.brentrivercollege.london/>

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

KS3 and KS4

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 using the form found in Appendix 2 of this policy and addressed to the head of centre. This form can be found on the school website - <http://www.brentrivercollege.london/>.

A copy of withdrawal requests will be placed in the student's educational record. The head of centre will discuss the request with parents and take appropriate action.

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

11. 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 and senior leaders will also invite visitors from outside the school, such as school nurses, sexual health professionals, safer schools' officers and other relevant external providers i.e. Brook sexual health, PREVENT team, St Giles to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team through:

- Lesson observations
- Book scrutiny
- Learning walks
- Planning documents
- Student Council feedback
- Student Surveys

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

The management committee will approve the RSE policy, and hold the Headteacher to account for its implementation.

The management committee has delegated the approval of this policy to the full management committee tri-annually.

This policy will be reviewed by the Headteacher and Head of Centre (KS3)

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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, 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	<ul style="list-style-type: none"> • 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 1: By the end of secondary school pupils should know

TOPIC	PUPILS 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 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent. We will also look at 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
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. • 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 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

TOPIC	PUPILS 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)
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, 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 2: 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	

Appendix 3: Relationships and Sex Education Policy Consultation – Parent/Carer Questionnaire

Relationships and Sex Education Policy Consultation – Parent/Carer Questionnaire	
<p>The Department for Education requires us to review our policy to make sure that we meet their new expectations. We would like to carry out a consultation to find out the views of Parents/Carers.</p> <p>The policy is available on the school website with this questionnaire.</p> <p>We would be grateful if you could let us know your views by returning the questionnaire to us either in hard copy or by email to admin@brc.brent.sch.uk.</p>	
Parent or Carer	
Name	
Year group of child	

Policy Aims and Principles		
<p>Our policy makes sure that we meet the DFE’s Statutory requirements and contributes to our Curriculum Intent.</p> <p>At Brent River College we are committed to investing in all our students, through our curriculum, to help them become:</p> <ul style="list-style-type: none"> a) Confident and aspirational young people, who are able to live safe, healthy and fulfilling lives b) Responsible citizens who can make a positive contribution to society c) Successful learners, who enjoy learning, make good progress, achieve excellence and are on the route to economic well-being. <p>The Policy is based upon Aims and Principles, as stated in the Policy.</p>		
Do you agree with our Aims? (Please tick one)	Yes	No
Any Comments on the Aims		
Do you agree with our Principles? (Please tick one)	Yes	No
Any Comments on the Principles.		

Our Curriculum and how we plan to deliver it. - Sections 7 & 8		
Would you change these sections?	Yes	No
Comments		

Right to withdraw – Section 10		
Does the policy make the rights to withdraw clear?	Yes	No

Appendix 1: What students should know...
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Appendix 1 shows what students should know by the end of either Primary or Secondary education.

Primary

Do you feel that the topics are age appropriate?	Yes	No
Are there any topics you would add?	Yes	No
Topics to add		
Are there any topics that you feel uncomfortable with?	Yes	No
Topics to add		

Key Stage 3 (Years 7 to 9)

Do you feel that the topics are age appropriate?	Yes	No
Are there any topics you would add?	Yes	No
Topics to add		
Are there any topics that you feel uncomfortable with?	Yes	No
Topics to add		

Key Stage 4 (Years 10 to 11)

Do you feel that the topics are age appropriate?	Yes	No
Are there any topics you would add?	Yes	No
Topics to add		
Are there any topics that you feel uncomfortable with?	Yes	No
Topics to add		

Any further comments you would like to add.

Appendix 4: Relationships and Sex Education Policy Consultation – Student Questionnaire

Relationships and Sex Education Policy Consultation – Student Questionnaire	
The Department for Education requires us to review our policy to make sure that we meet their new expectations. We would like to carry out a consultation to find out the views of our students.	
The policy is available on the school website with this questionnaire.	
Student	
Name	
Year group	

How important is learning about....				
Rank the below topics from 1-4	1 Very Important	2 Important	3 Slightly Important	4 Not Important at all
Healthy and Unhealthy Relationships				
Online Relationships				
Respectful relationships, including friendships				
Bullying & Cyberbullying				
Marriage and other committed relationships				
Families and people who care for me				
Sexual Health – Contraception & STI's				
Sexual Health – Local services				
Sexual Health – Intimate and sexual relationships				
Correct Language for Genitalia (i.e. Vagina, Penis...)				
Lesbian, Gay, Bisexual and Trans gender (LGBT+) issues				
Gender Equality				
Puberty				
Fertility				
Pregnancy Options (Including abortion)				
Grooming and Sexual Exploitation (CSE)				
Pornography				

Sexting				
Sexual Pleasure				
Consent, Sex and The Law				
Female genital mutilation				
Online Safety				
Being safe				
Mental Health and Well-being				

What are we missing? Can you think of anything that needs to be added?

Comments –

Are there any topics that you would feel uncomfortable learning?

Comments –

Views on RSE and PSHE Education	Strongly Agree	Agree	Disagree	Strongly Disagree
I enjoy learning about relationships and sex (as part of our PSHE education lessons).				
I learn a lot in PSHE education lessons about relationships and sex.				
What we learn in PSHE education lessons on relationships and sex is suitable for young people of my age.				
A wide range of different activities are used in the relationships and sex education elements of my PSHE education lessons (e.g. drama, discussion).				

The activities about relationships and sex in our PSHE education lessons are interesting and Engaging.				
I feel comfortable sharing my ideas, views and opinions about sex and relationships in PSHE education lessons.				
Other pupils listen to my ideas, views and opinions in PSHE education lessons.				
I know how well I am doing in the relationships and sex education elements of my PSHE education and what I need to do to improve.				
Is there anything about people and relationships (such as similarity and difference, respect, positive relationships, families) that you would like to learn more about? What was missed out? What worked less well? Please explain.				
Is there anything on growing up and changing, including puberty (such as feelings, hygiene, confidence, bodies) that you would like to learn more about? What was missed out? What worked less well? Please explain.				
What is the best thing about the relationships and sex education elements of PSHE education in our school?				
Is there anything that could be improved about the relationships and sex education elements of PSHE education in our school?				

Any further comments you would like to add.