



# Highsted Grammar School

## **Relationships and Sex Education Policy**

## RELATIONSHIP AND SEX EDUCATION POLICY

### 1. DEFINITION AND AIMS

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. 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. At Highsted, RSE is not about the promotion of sexual activity but a greater understanding of the ways to stay safe in this area. It is taught as part of the broader Pastoral curriculum

RSE falls within the Pastoral curriculum and where possible we strive to relate issues to current affairs and the wider world. In Primary this is referred to as “PSHCE - Personal, Social, Health and Citizenship Education.”

The aims of relationships and sex education (RSE) at our school are in keeping with our wider ethos and values and seek to ensure that:

Students develop feelings of self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others

Students are able to make informed, reasoned and responsible choices and develop a strong moral code

Students are taught to use the correct vocabulary to describe themselves and their bodies and to promote a healthy lifestyle

There is a framework in which sensitive discussions can take place

A positive culture is created around issues of sexuality and relationships, and students develop the skills to discuss these with sensitivity

Students are prepared for puberty, and are given an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene

RSE, as part of the PSHE [& PSHCE] education curriculum, is vital to the development of the young people at Highsted Grammar School. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum.

## 2. STATUTORY REQUIREMENTS

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017 [section 34], in line with the terms set out in statutory guidance. At Highsted, we deliver the majority of the RSE content through form time. Some elements of the RSE statutory content is delivered through the science curriculum. We also teach health education under the same statutory guidance

### Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

## 3. CONTENT AND DELIVERY

### What we Teach

As stated above, we are required to cover the content for Relationships and Sex Education [RSE], and health education, as set out in the statutory guidance (linked to above).

Our RSE programme is an integral part of our whole school Pastoral education provision and although not part of the new statutory guidance, we include RSE as part of our Key Stage 5 curriculum. Information about this and the provision offered can be found on the school website

Please refer to our RSE/PSHE curriculum maps on our website for details about what we teach, and how we decide on what to teach, in this subject. We have developed the curriculum taking into account the age, needs and requirements of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online. **Any safeguarding concerns will be reported following the usual school procedures.**

For all aspects of the statutory RSE content, see the content list [Appendix 1].

#### 4. HOW WE TEACH IT

In the Secondary School:

- RSE is taught to all year groups [7-13] through form time. This is supplemented by drop down days for different year groups at various points throughout the year in Education for Life.
- Tutor time, assemblies and whole school events often compliment the RSE & PSHE curriculum to ensure we offer a rich and holistic approach to RSE/PSHE.
- RSE & PSHE **lessons are delivered by form tutors**. Some elements of the RSE curriculum are delivered/supported by external agencies. For example, SchoolHealthKent [Sex Education] and The Red Cross [Health education – First Aid]. Visitors to the classroom enrich the RSE & PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning.
- Visitors are resources to enable learning and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.
- It is the responsibility of the form tutor to adapt and differentiate the lesson resources to ensure that all students can access the content. **Where necessary form tutors will communicate with the SEND manager to ensure access to the resources for SEND students.**

Teaching, learning and assessment:

- All secondary teachers receive training on the delivery of RSE/PSHE as part of the wider staff training programme. Where necessary or appropriate additional training will be provided to ensure all staff are confident in their delivery.
- Should any teachers feel the need to raise concerns about their ability to teach certain areas of the RSE and PSHE curriculum they can contact their Line Manager
- RSE and PSHE lessons are taught in line with the wider teaching & learning policy.
- There are no formal assessments in RSE and PSHE. Units of work start with baseline assessments and conclude with students revisiting these baseline assessments to assess their progress. There is no statutory requirement to assess or report on RSE outcomes.

## 5. SAFEGUARDING AND RESPONSIBILITY

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

Listen to each other (only one person talks at a time)

Keep to time

Challenge the statement; not the individual making it

The 'right' not to answer questions

No personal questions to be asked by pupils or teachers o If giving an example make it anonymous.

Everyone has a right to his or her own space.

Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. **All staff at Highsted Grammar receive safeguarding training.**

## 6. ROLES AND RESPONSIBILITIES

### 6.1 The governing board

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

### 6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

### 6.3 Staff

Staff [Tutors] are responsible for:

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

## **6.4 Pupils**

Pupils are expected to engage fully in RSE & the Pastoral Curriculum and, when discussing issues, treat others with respect and sensitivity.

## **6.5 Parents and Carers**

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns.

## **Withdrawing Children from RSE**

From September 2000, Secondary Parents/Carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three 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 and addressed to the student's Head of Year.

A copy of withdrawal requests will be placed in the student's educational record. Heads of Year will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly. The school will also provide other Pastoral education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

## **7. MONITORING ARRANGEMENTS**

The delivery of RSE & PSHE is monitored by the Senior Leadership group and the dedicated lead for the key stage.

Schemes of work [planning] are monitored along with learning walks and work scrutinies [Form Books]. This will ensure that the quality of provision is monitored and improved where necessary.

Students will have opportunities to review and reflect on their learning during lessons through baseline and end-of-unit reflections.

Student voice will be influential in adapting and amending planned learning activities. Focus groups and/or surveys will be conducted as part of annual review and monitoring processes.

This policy will be reviewed by F Tiernan-Powell

**POLICY REVIEW DATE**

<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2023
<b>Last reviewed on:</b>	September 2022	
<b>Next review due by:</b>	September 2024	

## APPENDIX A

### **By the end of secondary school**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

### **Families**

#### **Pupils should know:**

- 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

### **Respectful relationships, including friendships**

#### **Pupils should know:**

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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

### **Online and media**

#### **Pupils should know:**

- 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

## **Being safe**

### **Pupils should know:**

- 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**

### **Pupils should know:**

- 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
- 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

## **THE LAW**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- 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
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)