



## Relationships and Sex Education Policy

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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

RSE is taught in-line with the school's values of Respect, Integrity, and Aspiration and with a focus on students' character and personal development at its core.

## 2. Statutory requirements

[Children and Social Work Act 2017.](#)

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As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- In teaching RSHE, the RGS acknowledges that we are required by our funding agreement to have regard for the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At the Royal Grammar School High Wycombe, we teach RSE as set out in this policy.

## 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 – parents and any interested parties were invited to comment on RSE at school
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

## 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

## 6. Delivery of RSE

The school curriculum aims to provide opportunities for all students to be challenged, learn and to achieve.

The school curriculum uses a holistic approach to promote students' spiritual, moral, social, emotional and cultural development and prepare all students for the opportunities, responsibilities and experiences of life. Statutory Relationships and Sex Education is delivered through the PSHCE curriculum and is taught at an age-appropriate level.

Outcomes for Relationships and Sex Education for the end of secondary school are defined by the DfE and shape what will be taught. 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 media
- Being safe: including grooming and FGM
- Intimate and sexual relationships, including sexual health
- The Law

Other opportunities exist throughout the curriculum for promoting RSE.

All subjects but particularly Biology, PSHCE, Religious Studies, English, History and work done in form period provide a regular focus for exploring different elements of RSE. The Designated Safeguarding Lead maintains overall responsibility for RSE across the school, jointly liaising with the PSHCE Coordinator, the Student Development Team, Form Tutors and relevant Subject Leaders with regards to planning, implementation and review of the RSE provision.

a) PSHCE (Personal, Social, Health and Citizenship Education) – See Appendix 1

b) Biology

Year 8 Biology:

- The human body and reproductive process

- This includes the structure of the reproductive organs, puberty and the physical and emotional changes taking place during adolescence, menstruation, pregnancy and birth

Year 11 Biology:

- Hormonal control of the menstrual cycle
- How hormones and barrier methods can be used as contraception (National Curriculum requirements).

c) Sixth Form PSHCE

- An exploration of human and social diversity with the aim to recognise and respect difference, sexual orientation and gender identity with reference to LGBT and issues in the workplace.
- Re-visit and increase understanding of sexual health and sex and the law.
- The implications of the digital world on sexual matters with the aim to inform students about the existence and consequences of sexual extortion.

d) Core RS

Year 9: Matters of Life and Death: abortion, whether life is sacred, fertility treatment, euthanasia

e) GCSE RS

Year 11: Relationships and families

f) Other subjects / areas

Years 7 and 9 have presentations by CEOP Ambassadors on internet safety.

Various aspects of the subject emerge in almost every area of the curriculum. Subjects such as English & History also cover aspects of RSE as topics occur or questions arise. Teachers will respond, of course, if they are asked questions to avoid students doing their own research online▪

IT in Year 7 covers aspects of sex and relationship education related to e-safety and online behaviour.

g) Form Period: Weekly form time activity discussion topics.

If appropriate, students will always be advised to seek advice from their parents, staff, Matron or from relevant health service professionals.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

A growing number of community-based and outside agencies also support RSE at RGS. These include the police, the safeguarding police team, theatre in education groups, Barnardo's, CEOP Ambassadors, the Molly Rose Foundation, Action Your Potential and our own School Matron. Careful consideration will be given to issues of content, co-ordination and consistency.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 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 components of RSE (see section 9).

### 8.3 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 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.

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory 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 3 of this policy and addressed to the Assistant Headteacher- Student Development/Headteacher.

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

## **10. 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 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.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by the school's PSHCE Coordinator and AH Student Development. The delivery within Biology is monitored by the Subject Leader through:

Ensuring that RSE occurs in the school curriculum according to the schemes of work.

Monitoring the teaching and learning, providing resources and support as required.

Evaluating the effectiveness of the programme.

Ensure any information from external sources is shared with staff to ensure the school is aware of and responding to any local or national issues, particularly around the impact of the digital world and issues associated with Child Sexual Abuse such as sexting and child sexual exploitation.

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

This policy will be reviewed by Assistant Head – Student Development. At every review, the policy will be approved by Education Committee of the Governing Body.



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

	Unit 1 Health & wellbeing	Unit 2 Living in the wider world	Unit 3 Relationships & Sex / Education	Unit 4 Health & wellbeing	Unit 5 Relationships & Sex Education	Unit 6 Living in the wider world
Year 7 18 weeks	<b>Transition and safety (3)</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations (3)</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity (3)</b> Diversity, prejudice, and bullying  The differences in sex, gender, and sexuality.	<b>Health and puberty (3)</b> Healthy routines, influences on health, puberty, unwanted contact, and FG	<b>Building relationships (3)</b> Self-worth, romance and friendships (including online) and relationship boundaries  Conception & contraception. Your rights regarding your own body.	<b>Financial decision making (3)</b> Saving, borrowing, budgeting and making financial choices
Year 8 12 Weeks	<b>Healthy Lifestyle Choices</b> Choice and balance  Alcohol and drug misuse and pressures relating to drug use  Tobacco and vaping. Duet and physical activity	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work  Careers for positive change.	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious, disability, sexism, homophobia, biphobia and transphobia  FGM. Societal views and RSE.	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies.  *MINDFULNESS .b course,	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting',  Puberty in different people, including girls and interest.  Appropriate and inappropriate behaviour including consent	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks  (KS3 DPD sessions?)
Year 8 LAH: .b MINDFULNESS COURSE 12 weeks, 30 minute sessions.						
Year 9 9 Weeks	<b>Peer influence, substance use and gangs:</b> Healthy and unhealthy friendships, assertiveness, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance. Obesity and healthy choices, first.  Links between physical and mental wellbeing	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs. Child on child sexual abuse.  Child on child sexual harassment, reiteration of consent.	<b>Employability skills</b> Employability and online presence  Unifrog intro.  British Values

<p>Year 10 9 Weeks</p>	<p><b>Mental health (DPD)</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  Body image and Eating disorders.  <b>Debtal Health and hygiene, information including bacteria, viruses, infections and how thry are spread. Informations on antibiotics. The importance of Immunisation and vaccination.</b></p>	<p><b>Finance &amp; decision making (RAG)</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p><b>Healthy relationships (RAG)</b> Healthy and unhealthy relationships.. Including abusive relationships.  Marriage- legal status and protections. The importance of choice, other types of relationships.  <b>Happiness in connections to others</b></p>	<p><b>Exploring influence (RAG)</b> The influence and impact of drugs, gangs, role models and the media  Consequences of a violent response.  Risk taking behaviour: Gambling.</p>	<p><b>RSE (DPF)</b> STIs. Consent and consequences, sharing nudes and the role of pornography. Fertility and infertility, IVF, surrogacy  <b>Revisit key facts aout puberty, the changing adolescent body and menstrual wellbeing.</b>  <b>The impact of pornography.</b>  Reguar self checking and screening</p>	<p><b>Addressing extremism and radicalisation (RAG)</b> Communities, belonging and challenging extremism</p>
<p>Revised yr 11 23-24 7 weeks</p>	<p><b>Mental health (FHC)</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  Body image and Eating disorders.  The links between physical activity and mental heath.  Combating stress  Healthy eating and the links to a healthy lifestyle.Health risks including eating disorders. Dental and other personal hygiene. Including information on cardio vascular health and cancer.</p>	<p><b>Longterm drug and alcohol abuse family and societal consequebces:. (RAG)</b></p> <ul style="list-style-type: none"> <li>• Presription and non prescription drug dependence.</li> <li>• Alcoholism</li> <li>• Revisit Gangs, drugs and county lines.</li> <li>• Cuckooing.</li> <li>• County lines</li> <li>• Social pressure</li> </ul> <p>Crime prevention</p> <p><b>*Could look into police in school to do a couple of sessions on gangs/ drugs/ county lines.</b></p>	<p><b>Careers (HRM/SZB )</b></p> <ul style="list-style-type: none"> <li>• Revisit choices at 16/18</li> <li>• Higher Education research and UCAS Hub</li> <li>• Practical tips for life at 18</li> <li>• First Impressions</li> <li>• Interviews</li> </ul> <p>The importance of literacy</p>	<p>Online &amp; Media Rights, responsibilities, and opportunities</p> <ul style="list-style-type: none"> <li>• Online risks, sharing online, difficulties in removing compromising material placed online</li> <li>• Sharing material that could have impact later or that they do not want in the pubic domain,</li> <li>• Where to go and get support.</li> </ul> <p>*This could be an afternoon assembly. Then could keep the economics unit in 11.</p>		

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: 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	