



REIGATE GRAMMAR SCHOOL

Relationships and Sex Education Policy

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Policy Author:	Sarah Arthur, Deputy Head
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Introduction

Relationship and Sex Education (RSE) is an important part of children's preparation for adult life and covers moral and emotional as well as physical development. It is not about the promotion of sexual orientation or sexual activity, but it does teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. RSE also supports people, throughout life, to develop safe, fulfilling, responsible, consensual and healthy sexual relationships, at the appropriate time and is accessible to all pupils at the school.

By intention, RSE is not delivered in isolation but is part of our Personal, Social, Health and Economic Education programme (PSHEE). This is supplemented by the pastoral curriculum existing themes and current issues in assemblies, tutor groups and the use of external speakers to prompt discussion.

This policy has due regard for the Equality Act, for example our teaching of sex and relationship education applicable to all sexual orientations and will include teaching aspects of sex and sexual health. At RGS, RSE seeks to enable young people to feel positive about themselves, to manage relationships and to access the infrastructure of support available to them via teachers and other appropriate adults. It is also a key means to promote Fundamental British Values (FBV) (democracy, the rule of law, individual liberty, mutual respect and tolerance with those of different faiths and beliefs) such as tolerance and acceptance of different sexualities. When teaching about LGBT, it is not taught as a stand-alone topic but fully integrated into programmes of study for this area of the curriculum.

The policy is also underpinned by the Department for Education's document *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which contains statutory guidance for schools relation to the teaching of these areas from September 2020 onwards.

The RSE programme will seek to develop student's personal and social skills as well as their attitudes and values, alongside the knowledge and understanding elements. These will include:

- Learning the importance of respect, love and care
- The value of family life and stable, loving relationships
- Developing critical thinking as part of decision making (for example, understanding the impact of the online world on healthy relationships, exploring the issue and effects of sharing nudes and the effects of online pornography).
- Supporting students in understanding their own rights and those of others within the context of the law

How is Relationships and Sex Education provided?

Provision is through our PSHEE courses and the Six/Seven Plus programme, together with the junior Science and Biology curriculum. Relationship issues are also addressed through other relevant subjects such as English and Drama. Delivery is via Form Tutors, Teaching Staff, Heads of Year, SLT and presentations by specialist speakers from both in and outside of school, supported by staff in PSHEE lessons and drop down days. Further details for the provision of Relationships and Sex Education can be found in the PSHEE Policy as well as the PSHEE Scheme of Work (SoW). The curriculum is delivered to be accessible for all pupils and we are aware that some pupils, such as those with SEND may be more vulnerable.

Content

Through our Science, PSHEE and RSE curriculum the education of RGS students will include:

- Love, relationships and sexuality
- Sex and the responsibilities of parenthood
- The arguments for delaying sexual intercourse
- Building self-esteem, mental health and the impact of Adverse Childhood Experiences
- Different types of contraception and where to get it, and information about safe sex
- The law surrounding consent, sexual intercourse, marriage, sexual harassment, assault, rape

- Sexual orientation and gender identity
- Sexual exploitation and domestic abuse, including coercive and controlling behaviour, female genital mutilation (FGM)
- Biological aspects such as puberty, menstruation
- Abortion

The outcomes for students will include enabling them to:

- Develop full responsibility for their behaviour and the ability to take effective action when they experience inappropriate behaviour which affects themselves or their peers.
- Understand the biological facts related to human growth and development including reproduction and contraception.
- Understand human sexuality, reproduction, sexual health, the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
- Develop an understanding of and sensitivity to different lifestyles, needs and feelings of others.
- Identify and use of sources of help and advice available within the family, school and community.
- Make informed decisions about their sexual behaviour and the consequences of behaviour which carry risks.
- Encourage exploration of values and moral issues particularly the value of family life in all its different contexts.
- Know and understand the legal framework relating to sexual activity.
- Develop a range of personal skills and qualities such as communication, decision making, negotiation, assertion, self-esteem which will enhance their ability to lead healthy lives.
- Appreciate how their decisions over sexual behaviour contribute to their personal identity and integrity.

Relationship and Sex Education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy. Whilst RSE at RGS involves teaching children about reproduction, sexuality and sexual health, it does not promote early sexual activity or any particular sexual orientation.

The organisation of RSE is delivered through a planned programme within PSHEE, based on a spiral curriculum from the First Form to the Upper Sixth with topics delivered in an age-appropriate way.

Specifics are included in the (SoW) but here is a brief summary of the RSE content for each year group. Although it is important to note that the content may change from time to time depending on feedback from staff and students, or our view that a specific issue needs to be addressed at a particular time in response to events.

Lower School

- **Health and Puberty:** Healthy routines, influences on health, puberty, unwanted contact, consent and FGM
- **Building relationships:** Self-worth, romance and friendships (including online) and relationship boundaries
- **Discrimination** in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
- **Identity and relationships:** Body image, gender identity, sexual orientation, consent, nudes/semi-nudes, and an introduction to contraception

Upper School

- **Respectful relationships:** Families and parenting, healthy relationships, conflict resolution, and relationship changes
- **Intimate relationships:** Relationships and sex education including consent, contraception, the risks of sexually transmitted infections (STIs), and attitudes to pornography
- **Healthy relationships:** Relationships and sex expectations, consent, myths, pleasure and challenges, including the impact of the media and pornography

- **Communication in relationships:** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.
- **Families:** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.

In the **Sixth Form** RSE is covered through a combination of external speakers, Henry Smith and 7Plus, assemblies and tutor sessions. Topics will include:

- Family
- Respectful relationships including friendship
- Online and Media
- Being Safe
- Intimate and Sexual Relationships including sexual health and consent

The most appropriate and effective topics for each year group are identified and topics are linked to young people's needs.

The school also takes into consideration when designing and teaching these subjects that some students are more vulnerable to exploitation, bullying and other issues on account of their SEND.

Students are taught about all aspects of the law and sexual consent - notably that, in the law on sexual offences, the onus is on getting rather than giving consent. Teaching promotes equality in relationships and emphasises the importance of seeking and gaining mutual consent through positive and active communication. Students are taught how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling.

Teachers make clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

Students are taught about respect for each other to enable an understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment.

Conduct of Lessons

In preparing to discuss sex education with their class, teachers are guided about what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions. For example, whilst children may learn the significance of marriage and stable relationships as key building blocks of community and society, teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.

Learning how to show respect through listening and sharing is a significant part of Sex and Relationship education. Students can learn how to challenge one another's ideas and behaviour in non-confrontational ways, recognising the difference between aggressive and assertive responses.

The classroom is never a confidential place to talk, and that remains true in Sex and Relationship education. Students are reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement. If a teacher or other adult believes there is a safeguarding or child protection issue, the DSL must be informed.

Confidentiality and safeguarding

Confidentiality will be managed in line with the school's Safeguarding and Child Protection policy.

The Right of Withdrawal from Lessons

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents have the right to withdraw their children from any or all parts of the school's programme of relationships and sex education, other than those elements which are required by the National

Curriculum. The parental right of withdrawal extends to all students including those over compulsory school age. The parental right of withdrawal may be exercised by either parent or by a person who has responsibility or care of the child. Parents do not have to give reasons for their decision although we would like them to indicate their reasons for withdrawal so that any misunderstandings about the nature of the relationships and sex education provided by the school can be resolved. Any request to withdraw a child from all or part of the relationships and sex education programme must be made in writing to the Headmaster; parents are asked to indicate from which parts of the programme they wish to withdraw their child. The Head of PSHEE will communicate to parents the upcoming programme.

Even if a student has been withdrawn by a parent at some stage during their time at school, when they are three terms before their 16th birthday students can decide for themselves if they wish to take part in RSE. At that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide sex education during one of those terms by arranging and delivering the necessary element of RSE at a mutually beneficial time for the designated PSHEE teacher or nurse and student in line with the SoW in place.

In addition to the aspects indicated, biological and ethical issues may well arise in relation to other subjects. When this occurs, as long as any discussion takes place within the context of that subject, it will not be deemed to be part of the RSE curriculum and therefore not subject to the parental right to withdraw.

The subject is monitored and evaluated by the Head of PSHEE and the SLT and this will be through a range of methods, for example, lesson observations, feedback from students, parents and staff.

Involvement of parents, pupils and staff

Feedback was sought from parents and staff when the policy and curriculum was reviewed after the DFE guidance of 2020. We also had pupil forums to discuss what content they would like to see included and how they would like things to be delivered. Ongoing feedback is sought to shape a dynamic and useful curriculum.

Monitoring

RSE is monitored under the PSHEE department, which is reviewed as part of the RGS Departmental Review programme. This includes lesson observations, pupil voice interviews, work scrutiny and this feeds into an ongoing development programme.