



## **BORDEN GRAMMAR SCHOOL**

### **Relationships and Sex Education Policy (RSE)**

<b>Date Drawn up</b>	<b>March 2011</b>
<b>Date last revised</b>	<b>December 2020</b>
<b>Drawn up / Revised by</b>	<b>MB</b>
<b>Date Ratified by Trustees (Standards Committee)</b>	<b>January 2021</b>
<b>Designated Safeguarding Lead</b>	<b>Mrs M Brooker (AHT KS4)</b>
<b>Head of Personal Development (PD)</b>	<b>Mrs Mahoney</b>
<b>Frequency of Review</b>	<b>3 Yearly</b>
<b>Next Review Date</b>	<b>January 2024</b>

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# **Relationships and Sex Education Policy (RSE)**

## **for Borden Grammar School**

### **1. Definition**

- a. The DfE definition of sex and relationships education is 'the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' (DfE 'Sex and Relationship Guidance', 2000).
- b. The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the government's most recent guidance (*Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education" March 2017*) outlining the statutory duty of schools to educate on this aspect of the curriculum.
- c. RSE is therefore about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across different years.
- d. RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment. RSE is not about the promotion of sexual activity.

### **2. Aims**

The aims of relationships and sex education (RSE) at our school are to:

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

### **3. Statutory Requirements**

- a. As a secondary grammar school academy we must provide SRE to all pupils as per section 34 of the Children and Social work act 2017.
- b. In teaching SRE, we are 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. At Borden Grammar School we teach SRE as set out in this policy.

### **4. Policy Development**

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

- a. Review — a member of staff or working group pulled together all relevant information including relevant national and local guidance

- b. Staff consultation — all school staff given the opportunity to look at the policy and make recommendations.
- c. Parent/stakeholder consultation — parents and any interested parties' views were invited to share their views and thoughts about the policy.
- d. Pupil consultation — student voice sought to identify what exactly pupils want from their RSE.
- e. Ratification - once amendments were made, the policy was shared with Trustees and ratified.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 , but we may need to adapt it as and when necessary depending on changing guidance and logistical factors.

## **6. Delivery of RSE**

- a. 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 studies (RS), IT and PE lessons. Provision is also added to through visiting school nurses, extensive tutor support, general pastoral support, assemblies and events such as LGBTQ, Anti Bullying etc.
- b. Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- c. RSE will be delivered in the context of respect for all, the use of an accepted terminology, avoidance of personal stories or comments and sensitivity.

## **7. Content of RSE**

- a. 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

For more information about our SRS curriculum, see Appendices 1 and 2.

- b. 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).

## **8. Inclusion and Equality**

We intend that our policy should enable all pupils to be included, irrespective of their cultural background, special educational needs or sexual orientation.

- a. *Ethnic and Cultural Groups* : We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
- b. *Students with Special Needs* : We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
- c. *Sexual Identity and Sexual Orientation* : We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **9. Roles and Responsibilities**

### **7.1 The Board of Trustees**

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

### **7.2 The Headteacher**

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing request to withdraw pupils from (non-statutory/non-science) components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- a. Delivering RSE in a sensitive way
- b. Modelling positive attitudes to RSE
- c. Monitoring progress
- d. Responding to the needs of individual pupils
- e. Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/nonscience] components of RSE
- f. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Headteacher.

### **7.4 Pupils**

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

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

- a. 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 a student wishes to receive sex education rather than being withdrawn, the school will arrange this.

- b. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
- c. 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.
- d. Alternative work will be given to pupils who are withdrawn from sex education.

## **11. Monitoring and Evaluation of RSE**

- a. The delivery of RSE is monitored by the Assistant Headteacher and Head of Personal Development through:
  - i. Planning scrutinies, learning walks and student voice
  - ii. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, and are used to ensure all pupils gain a sound knowledge of all areas
  - iii. Monitoring of incidents relating to RSE matters
  - iv. Parental feedback

## **12. Review**

- a. This policy will be reviewed every 3 years (or as needed).
- b. At every review the policy will be approved by the Headteacher, Trustees, Pastoral and Curriculum Committee – overseeing, reviewing and organising the revision of the RSE policy.

## APPENDIX 1 – RSE CURRICULUM

RSE Curriculum		
Topic from curriculum	Who	When
Families	PSHE – Yr 9  RS – Yr 10 and 11	Yr 9 – Tm 1 (different relationships)  Yr 10 Tm 6 into 11 Tm 1 (marriage, relationships, legal status, responsibilities)
Respectful relationship, including friendships	PSHE  PSHE PSHE PSHE  RS	Yr 8 – Tm 1 (friendships, respectful relationships, bullying)  Yr 10 – Tm 1 (stereotypes)  Yr 8 Tm 1 into Tm 2 (respect)  Yr 11 (sexual harassment and violence)  Yr 11 (equality and law)
Online and Media	PSHE  Form times / assemblies  PSHE  IT	Yr 9 capsule lesson (rights online)  Internet safety week (risk, content, reportage)  Yr 11 – Tm 2 (sexually explicit material)  Yr 7 & 8 – Tm 1 (rights and responsibilities, online risks, risks with sharing material, support to report and manage online material, information gathering and sharing online, laws and grooming)

Being Safe	RS	Yr 11 (sexual consent)
Intimate and sexual relationships, including sexual health	<p>PSHE</p> <p>PSHE</p> <p>PSHE</p> <p>PSHE</p> <p>PSHE</p> <p>Science</p> <p>Science</p> <p>Science</p>	<p>Yr 8 – Tm 1 (healthy relationships)</p> <p>Yr 11 – Tm 2 (healthy relationships)</p> <p>Yr 9 – Tm 1-2 (reproductive health, choice, contraceptive choices, pregnancy facts, pregnancy and choices, advice)</p> <p>Yr 9 – Tm 2 (STIs)</p> <p>Yr 9 – Tm 5-6 (alcohol and drugs)</p> <p>Yr 7 – Tms 1-3 (unit of work entitled 'Life')</p> <p>Yr 9 – Tm 6 (reproduction)</p> <p>Yr 10 – Tm 3 (STIs)</p>
Mental Wellbeing	<p>PSHE</p> <p>GCSE PE</p>	<p>Yr 10 – Tm 5-6 (vocabulary, happiness, early signs, common types, effects on others, impacts upon health)</p> <p>KS4 – Tm 1 (happiness, signs of MH, types of MH, benefits of exercise)</p>



Internet safety and harms	<p>PSHE</p> <p>IT</p> <p>Antibullying week (Nov)</p> <p>Safer Internet Day (Feb)</p>	<p>Yr 9 e-safety lesson (online vs real world, harmful behaviours)</p> <p>Yr 8 – Tm 1 (identifying harmful behaviours online and how to report/support)</p> <p>Whole school delivery through assemblies and form time activities</p>
Physical health and fitness	<p>Science</p> <p>GCSE PE</p> <p>PE</p>	<p>Yr 10 – Tm 3 (cardiovascular diseases)</p> <p>Yr 10 – Tm 1 (activity and link to MH, healthy lifestyle)</p> <p>Yr 9 – Tm 3 (Healthy eating and lifestyles)</p>
Healthy eating	<p>PSHE</p> <p>Science</p> <p>GCSE PE</p>	<p>Yr 10 – Tms 3-4 (healthy eating and health risks/benefits)</p> <p>Yr 8 - Tms 1-3 (unit of work entitled ‘Energy for Life’ – nutrition and diet)</p> <p>Yr10 – Tm 1 (links between diet and health risks)</p>



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

TOPIC	PUPILS SHOULD KNOW
<b>Families</b>	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>e 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</p>
<b>Respectful relationships, including friendships</b>	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including; trust, respect, honesty, kindness, relationships, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different including (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
<b>Online and Media</b>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, media including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p>

	<p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
<b>Being Safe</b>	<p>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</p> <p>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).</p>
<b>Intimate and Sexual Relationships, including sexual health</b>	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual sexual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship relationships,</p> <p>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.</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

### Appendix 3: Parent Form: withdrawal from sex education within SRE

TO BE COMPLETED BY PARENTS		
Name of Child	Form	
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:		