



# Pate's Grammar School

## RELATIONSHIPS AND SEX EDUCATION POLICY

<b>Approved by:</b>	Education Committee	<b>Date:</b> November 2023
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<b>Next review due by:</b>	November 2024	Headteacher: Dr Richardson



## **PATE'S GRAMMAR SCHOOL**

### **RELATIONSHIPS AND SEX EDUCATION POLICY**

#### **Rationale**

This policy covers our school's approach to Relationships and Sex Education, it was developed in response to the Sex and Relationship Education Guidance DfES 2000 and further updated following the 2019 DfE Education, Relationships and Sex Education (RSE) and Health Education guidance.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, 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](#).

This policy has been developed in consultation with staff, pupils and parents.

#### **Guiding Principles**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At Pate's we believe that Relationships and Sex Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Be set within the wider student development context, supporting family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. a nuclear family. It includes a variety of types of family structure and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## **Aims**

We believe that the aim of RSE is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health, and in conjunction with supporting positive mental health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within intimate and platonic relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for relationship and sex issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships
- understand of the importance of keeping safe in online relationships, applying the same principles to these relationships as to face-to-face interactions, and acquiring the skills necessary to critically consider online friendships and the information that is shared.

## **Organisation and Content of Relationships and Sex Education**

Within the school, relationships and sex education takes place in two contexts:

- (a) as forming the content of specific lessons within the curriculum; and
- (b) in the course of pastoral contact between staff and pupils both inside and outside the classroom. The pastoral team (Heads of Year, School Counsellor, School Nurse etc.) are all trained and accustomed to providing advice on such matters where necessary and appropriate.

A summary of (a) is given below

### **General**

All lessons aim to present facts in an objective, balanced and sensitive manner and are set within a clear framework of values and an awareness of the laws regarding sexual behaviour.

Our curriculum is set out as per below but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

### **Year 7 Lower School Science**

A unit of work on the human reproductive system is taught co-educationally by science staff.

### **Year 7 PDC (Personal Development Curriculum) Lessons**

The programme of study includes information about the physical and emotional changes that occur during puberty, including menstruation, and what a healthy relationship looks like. This is taught through timetabled PDC lessons. Lessons are taught by an experienced Biology/PDC teacher, and the Head of PDC. Parents are informed by letter, in advance, of their right to withdraw their child from the *sex education* element of these lessons.

### **Year 8 PDC**

The programme of study examines the existence of boundaries, be they personal or physical, and leads on to discussion on consent. The impact of sharing information on social media is highlighted, as are the laws relating to this. The importance of developing a positive body image is critically explored, as is gender, as part of a series of lessons on discrimination. This is taught within timetabled PDC lessons by the Head of PDC and the Head of Year 8. Parents are informed by letter, in advance, of their right to withdraw their child from the *sex education* element of these lessons.

### **Year 9 PDC**

The programme of study seeks to inform students about sexually transmitted infections, including HIV. Information is provided on the different forms of contraception, with an emphasis on the protection of health. Students are given the opportunity to put a condom on a plastic condom demonstrator. The importance of healthy relationships and consent are revisited. Students are taught the importance of regular self-examination as a means to raise

awareness of and prevent the development of testicular or breast cancer. Lessons are taught by the Head of PDC in timetabled PDC lessons. Parents are informed by letter, in advance, of their right to withdraw their child from the *sex education* element of these lessons.

### **Year 10 and 11 PDC**

In years 10 and 11 Relationships and Sex Education is taught as part of our PDC programme, delivered through both the school's TPM programme and a series of Flexible Learning Days. Students revisit topics studied in year 9, further exploring the emotional, moral and ethical aspects of personal relationships. The issues associated with FGM and forced marriage are explored, and the impact of pornography discussed. The physical and emotional effects and changes brought on by the menopause and by miscarriage are also covered. These sessions are taught coeducationally by members of the Pastoral Team as well as by specialist organisations such as the school nurse team. Parents are informed by letter, in advance, of their right to withdraw their child from the sex education element of these lessons, up to and until 3 terms before the child turns 16.

### **Sixth Form**

All students receive Relationships and Sex Education as part of their 'Information, Advice and Guidance' programme. This encompasses fortnightly sessions, as well as sessions during a week in the summer of Y12.

Topics covered include the following: Healthy Relationships (including Sexual Consent); Contraception, STIs and Sexual Health; Drugs Awareness; Mental Health; Rape Culture and Misogyny; and Safe Nights Out. These sessions are delivered by specialist organisations such as Gloucestershire Rape and Sexual Abuse Centre (Glosrasac), myBodyandYours, Info Buzz, Attention Seekers, Aspire Foundation and Collective Futures.

Students also can participate in a range of active student-led societies. These include weekly meetings of the following societies: LGBTQ+, Fem Soc, Islamic Soc, Law Soc, Model United Nations, Debate Soc, and Christian Union.

### **Inclusion**

When teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will comply with the relevant provisions of the [Equality Act 2010](#).

#### 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 items in mixed groups. We will respond positively to parental requests and concerns.

#### Students with Special Needs

We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

### Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

### **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
- Current staff delivering RSE in the school are:  
Mrs Emma Adams-Morgan, Head of the Personal Development Curriculum  
Mrs Helen Blackwell, Biology and PDC teacher  
Mr Mitchell Renton, Head of Year 8  
Other Pastoral staff and members of SLT when needed

### **Right of Withdrawal of Students from Relationships and Sex Education**

Parents have the right to request that their child be withdrawn from some or all of the sex *education* element of lessons delivered as part of statutory RSE, except for those parts included in the statutory National Curriculum (i.e. in Science lessons) up to and until 3 terms before the child turns 16. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources that Pate's uses.

### **Monitoring and Evaluation of Relationships and Sex Education**

It is the responsibility of the Head of PDC (Years 7 – 11) and Head of 6<sup>th</sup> Form (Years 12/13) to oversee and organise the monitoring and evaluation of the Relationships and Sex Education, in the context of the overall school plans for monitoring the quality of teaching and learning. This is overseen by the Assistant Head of Personal Development. The Education Committee of the Governing Board reviews and approves this policy annually.

### **Child Protection and Confidentiality**

Pate's Grammar School is committed to safeguarding the welfare and protection of students. We follow Department for Education guidelines on the recruitment and checking of staff. The school has a child protection policy, which is available on request.

It is the responsibility of the school to support young people but no individual member of staff should guarantee a child absolute confidentiality. Young people should be made aware that 'confidences' may be shared among parents and key staff in the school (e.g. the Child Protection Officer) if that is seen to be beneficial for the young person's well-being and/or the teacher's ability to deal with the issue. Young people should be made aware that under the Children Act 1989, adults may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

### **Curriculum Overview**

Our curriculum sequence and overview can be located and viewed on [Personal Development page](#) of our school website.