Relationship and Sex Education Policy (RSE)
(to be ratified - draft May 2021)

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Governor Committee:

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1. Aims, definition and importance of RSE

Spalding Grammar School takes its responsibility to provide relevant, effective, and responsible Relationships and Sex Education (RSE) to all of its pupils seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, where students feel safe to voice opinions and concerns relating to the sex education provision.

1.1 RSE is lifelong learning about physical, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable, and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSE will outline the importance of stable relationships for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

1.2 The School would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. Through the provision outlined in this policy we also aim to raise pupils' self esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by their peers, others or what they see in the media.

1.3 We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

1.4 A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve. RSE is one of the key concepts that underpins the Personal and Careers Education (PaCE) programme of study and requires students to understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised.

1.5 RSE plays a vital part in meeting the School's safeguarding obligations. Should any safeguarding concerns arise through RSE, the member of staff should follow the School's procedure as set out in the Safeguarding Policy.

2. Statutory Requirements

2.1 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.
At Spalding Grammar School we teach RSE as set out in this policy taking into account:

- Equality Act 2010
- [Updated] DfE (2020) 'Keeping Children Safe in Education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Spalding Grammar School Behaviour Policy
- Spalding Grammar School SEND Policy
- Spalding Grammar School Equal Opportunities Policy
- Spalding Grammar School Safeguarding Policy

3. Policy Development

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

3.2 Review – the Director of PaCE pulled together all relevant information including relevant national and local guidance. Audits were carried out of provision.

3.3 Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3.4 Parent/stakeholder consultation – parents were asked to review the policy and offer comments. Any interested parties could watch the virtual presentation and fill in a questionnaire to inform the policy.

3.5 Pupil consultation – we investigated what exactly pupils want from their RSE via a questionnaire.

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

4. The school's approach to RSE

4.1 The School's approach to RSE goes beyond the provision of biological information to also focus on clarifying attitudes and values, developing self-esteem and the skills to manage relationships. It is designed to ensure students are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, it addresses the risks to children which have grown in prevalence in recent years, including online pornography, sexting and staying safe online.

4.2 All RSE will be suitable and age appropriate. It will teach that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important. It will focus on mental wellbeing, consent, resilience, age-appropriate relationships and sex education, and keeping safe online. Any issues which arise through RSE will be dealt with through our pastoral, AN team or wellbeing officer, unless they are of a safeguarding nature in which case staff will follow our safeguarding systems as set out in the Safeguarding Policy.

5. Curriculum and Delivery

5.1 RSE forms part of our PaCE curriculum and is taught throughout all key stages. The main programme will be taught through discreet PaCE lessons. In addition, certain biological aspects are part of the Science curriculum and will be taught in these lessons. Other aspects of RSE may be taught across the curriculum, for example e-safety in Computing and other themes in Religious Education, English literature, Geography and History. Certain aspects may also be covered during Tutor Time.

5.2 The RSE curriculum is set out as per Appendix 1 but may need to be adapted as and when necessary depending on circumstances we may encounter on a yearly/termly basis.

5.3 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

5.4 We recognise the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

• Establish ground rules with students

• Emphasise the importance of mutual respect

• Encourage reflection

• Make students aware of the relevant persons to approach in school should they have concerns.

5.5 Staff that deliver RSE will be provided with CPD to ensure that they are skilled in their delivery. All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question

- No one will be forced to take part in a discussion

- Meanings of words will be explained in a sensible and factual way

- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer

- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE

- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the Schools' safeguarding policy and notify the Designated Safeguarding Officers

5.6 Pupils with SEND

The School works hard to ensure that all aspects of the School's curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE. The School will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- Use of expert guest speakers/companies

- Practical activities

- Using DVDs or video

- Group and paired activities

6. Rights and responsibilities

6.1 The governing body
The governing body 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, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

6.3 Staff
The Director of Personal and Careers Education is responsible for this area of the curriculum with Mr A G Brooks Assistant Head overseeing it.
Teaching 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

6.4 Pupils
Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. They are to be reminded of the working practices within our Safeguarding policy, understand where to get help and support should they, or their peers require it and are encouraged to ask questions in a variety of formats. They are given reassurance and the opportunity to remove themselves to a safe space at any point during sessions.

6.5 Parents
We will engage with parents and carers when reviewing the policy, through timely communication and when reviewing and adapting our offer. RSE in school forms part of a pupils' development and works in partnership with discussions and guidance in the home. Support is available for parents and this Policy and further guidance is available on the school website.
Useful links for Parents
• • http://www.brook.org.uk/

• • http://www.sexeducationforum.org.uk/home.aspx

• • https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationships.aspx

• • http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted

6.5 External Agencies
External agencies will be contacted and used to support RSE education based on individual pupil need.
They will also be used in addition to provide support, development and delivery of the curriculum providing specialist workshops and resources as approved by senior staff responsible.

7. Monitoring RSE

7.1 RSE's effectiveness is monitored and evaluated by the director of PaCE. Any priorities for RSE are included in the School Development Plan (SDP).

7.2The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the RSE curriculum yearly, and will inform parents of any revisions to the school policy or sex education curriculum. We aim to monitor the effectiveness of our sex education provision through:

- Feedback from pupils

- Feedback from parents

- Feedback from staff

- Classroom observations

The School will review this policy every two years, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

8. Withdrawal from RSE

8.1 The School aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can view the RSE topics on the school website and resources are available from the Director of PaCE. It is, however, a statutory right of parents or carers to withdraw the children in their care from the sex education element of RSE. There is no right to withdraw from relationship education, health education or from the elements on human growth and reproduction which fall under the National Curriculum science.

8.2 Any parent wishing to withdraw their child from RSE should contact the Director of PaCE in the first instance who will speak with them and discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take. The School will document this process and ensure that appropriate records are kept.

Statutory Government Guidance RSE

BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW;

Families	• 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 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 • 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	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 • 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 (e.g. 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	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 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 • 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	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	• 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, e.g. 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 • 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/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

Appendix 2

Spalding Grammar School coverage of RSE

Year 7	Puberty Developing bodies FGM Friendships Families Romance	Safe and Positive relationships Bullying Discrimination Racial discrimination Cyber bullying Keeping safe online
Year 8	Body Image Sexting Gender Identity LGBTQ+ Pregnancy	Discrimination and diversity – British Values Homophobia/Biphobia/Transphobia Disability discrimination Body image and the media
Year 9	Contraception/unwanted pregnancy The dangers of Pornography STI's Domestic conflict Consent and the choice to delay sexual intimacy	Equality Act Religious discrimination Gender discrimination Mental Health and Anxiety
Year 10	Parenting and relationships Condom negotiation and contraception	Social Media and online presence LGBTQ+ sexuality, stereotyping and homophobia
Year 11	Alcohol and risky behaviour Discrimination	Body image, pornography and sexting Rape and sexual harassment Healthy relationships/ What is good sex?