



Relationships and sex education policy

The Lord Grey Academy

Approved by:	Samantha Satyanadhan	Date: 14.11.2023
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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

2. Statutory requirements

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 Lord Grey Academy we teach RSE as set out in this policy.

3. Policy development

We will consult with Parents via a Google Form

https://docs.google.com/forms/d/e/1FAIpQLSeTUoXcYBodBKT6osto3gyw2kx0ESxRksD_d3PbcBSGHuMSAw/viewform?usp=pp_url

We will also collect the views of students in the summer term.

Staff can put their views forward through line management or through the suggestions box near the Principal's office.

Governors will review this policy every two years - see dates on front cover.

4. Definition

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

5. Curriculum

Our KS3 PSHE curriculum map is set out on this document, but we may need to adapt it as and when necessary.

<https://docs.google.com/presentation/d/1a-hQs17iRntEaL8snq1BWuMSbO0op0eInvBOAsNQsq0/edit?usp=sharing>

We have developed the curriculum in 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 don't seek answers online.

Now we have PSHE taught in KS4, under the title Lifeskills and alongside Religious Studies, we have a learning journey document for the whole five years.

<https://docs.google.com/presentation/d/1g5XOmIQAxnPezKlrmRD8Bro9JNIsLWCa/edit#slide=id.p1>

Our teaching of RSE is being adapted to make sure it deals with the issues raised through the reports of inappropriate behaviour, sexual harassment and sexual violence in education settings highlighted by the *Everyone's Invited* initiative and the Ofsted response.

A link to the Ofsted review is here:

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

The Department of Education states that by the end of Secondary school there should be certain outcomes for students – please see Appendix 2

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum at KS3. In Key Stage 4 it is within the Lifeskills section of the RS/Lifeskills lessons. Biological aspects of RSE are taught within the science curriculum.

The Terrance Higgins Trust will come into school to work with individuals and small groups on sexual health issues.

Nicola Palmieri also runs the C-Card scheme for young people to access free condoms and lube to improve sexual health, along with the message that when used correctly during sex, condoms are the only type of protection that help prevent both sexually transmitted infections (STIs) and pregnancy.

Some Sex Education is covered in **Biology** lessons in years 7 and 10. These are the links to that content.

Year 7 <https://drive.google.com/drive/folders/1RMWKLxnVe18pSKZXE9OwU3k0lec91p-c?usp=sharing>

Year 10 <https://drive.google.com/drive/folders/1MaENP5hLxXc1WAIU5y1b0bcdNZXVholl?usp=sharing>

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

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

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).

7. Roles and responsibilities

7.1 The Local Governing Board (LGB)

The LGB will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal 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 8).

7.3 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

RSE is part of the PSHE curriculum. The team of staff who teach PSHE have been selected on the basis of their aptitude and confidence to deliver the content and respond appropriately to challenging questions and ideas. They know that if they are concerned at any point they can talk with the Leaders listed here.

Leaders: Associate Principal Mrs Samantha Satyanadhan
Directors of Personal Development Mr Simon Killen (KS4) and Miss Melissa Girt (KS3)
Current teachers of PSHE (KS3) and RS/Lifeskills (KS4)

Ms Pieper, Miss Girt, Mrs Lambert, Mrs Preston, Miss Maxwell, Miss Cheval, Miss Wilson, Miss Bailey, Mr Bellamy-Wood, Mr Connolly, Miss Clayton-Gibbons, Mrs l'Anson, Miss Smithers, Mr Cappuccio, Miss Rafferty, Mr Greenwood, Ms Exner

7.4 Pupils

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

8. Parents' right to withdraw

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 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 Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

They also have been trained on awareness and responsibilities in terms of Safeguarding and in how to record any Child Protection concerns which arise using the CPOMS system.

The Principal 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Simon Killen and Melissa Girt through Line Management Meetings and learning walks, etc.

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

This policy will be reviewed by Simon Killen and Melissa Girt annually. The policy will be reviewed and approved by the Local Governing Board every two years.



Appendix 1: Lord Grey Curriculum map

Relationships and sex education curriculum map

<https://docs.google.com/presentation/d/1a-hQsl7jRntEaL8snq1BWuMSbO0op0eInvBOAsNQsg0/edit?usp=sharing>

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

This is the content for Secondary as listed in the Government Draft Guidance from Feb 2019.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

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| | <ul style="list-style-type: none">• 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 |
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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Year and 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	Include notes from discussions with parents and agreed actions taken.