

North Halifax  
Grammar School

# Relationships and Sex Education Policy



<b>Approved by:</b>	Full Governance Board
<b>Date approved:</b>	5 <sup>th</sup> February 2020
<b>Next review:</b>	Spring Term 2023
<b>Policy owner:</b>	Head of RPSE

<b>Contents</b>	<b>Page</b>
1. Introduction, Vision and Objectives .....	2
2. Legal Requirements.....	3
3. Provision for RSE: Organisation and Delivery .....	4
4. Course Content.....	4
5. RSE curriculum for SEND students .....	5
6. Sensitive or Controversial Topics .....	5
7. Working with Parents .....	5
8. Confidentiality .....	6
9. The Role of Health Professions in the Delivery of RSE .....	6
10. Monitoring and Evaluation .....	7
11. Linked Policies .....	7
12. Appendix 1 and 2 .....	7
13. Appendix 3: NHGS content	9

# North Halifax Grammar School

## Relationships and Sex Education School Policy

### Introduction

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.”

DfE Statutory guidance July 2019

*From September 2020 the Government will rename Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but ‘health education’ is not currently covered in this policy.*

North Halifax Grammar School (NHGS) acknowledges the importance of Relationships, Sex and Health Education when dealing with the physical, emotional and moral development of children and is committed to providing information in a secure environment that will help to encourage this development. We are committed to our mission statement of ‘Living to Learn | Learning to Live.’

### Vision

At NHGS we are committed to the important role that RSE plays students’ holistic education as part of our ‘Learning to Live’ ethos. We have a vision to ensure our students leave school being mindful and mannerly in all relationships they build and maintain, whether personal or academic. We aim to build on the RSE programmes covered in the Primary School curriculum. At NHGS we believe that our high quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. NHGS is developing an innovative RSE curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

### Objectives

NHGS aims to provide students with a successful and effective sex and relationships education (RSE) programme as part of a wider PSHE curriculum which will help them to learn to respect themselves and others and to develop with confidence from childhood through to adulthood.

Our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of **all** students
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Build self-esteem
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Teach about the **responsibilities** of parenthood and sexual behaviour;
- Explore the skills needed for **effective parenting** and how to assess one’s readiness to be a parent

- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity and resisting pressure**
- Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare students for the journey from **adolescence to adulthood**
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and provide information about **safe sexual activity** by exploring a range of **contraception** and how they can access local sources of **further advice and treatment**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangerous of pornographic material
- Link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol; and
- Ensure young people understand how the law applies to sexual relationships.

## Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. North Halifax Grammar School is developing this policy in accordance with government guidelines and will be made available to governors, staff, students and parents for comments prior to annual review. The policy and, thereby, provision of RSE aims to be inclusive of all students (regardless of additional need or other protected characteristic) and is designed to be age and developmentally appropriate. It complies with relevant requirements of the Equality Act 2010 and take account of protected characteristics therein.

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education (See appendix 1).

The RSE content at NHGS also makes students aware of the legal provisions when relevant topics are being taught, including;

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth –produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism / radicalisation
- Criminal exploitation (for example through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

## Provision for RSE: Organisation and Delivery

RSE is delivered within schemes of learning in RPSE alongside whole school and year group pastoral sessions. The Head of RPSE is responsible for ensuring the delivery and review of materials used at KS3/4. The Head of RPSE is also responsible for the organisation of any training required by staff in order to ensure the effective delivery of the RSE programme.

RSE provision for Sixth Form students is delivered as a PSCHEE programme, timetabled for one period a week and delivered by sixth form tutors and outside agencies where appropriate in accordance with government guidelines. The Sixth Form Enrichment Co-ordinator is responsible for ensuring the delivery and review of materials used.

### KS3/4

The schemes of learning for Key Stages 3 and 4 are delivered as a blocks of four to six weeks PSHE for years 7 and 8, interleaved with the Religious Education curriculum blocks, although taught as discrete and separate units. From September 2020 Year 9 students have weekly PSHE lessons delivered separately and in addition to their weekly RS curriculum but under the umbrella of RPSE. There are often complementary links between RE, wider PSHE, health education, and RSE; NHGS recognises that these subjects offer significant opportunities to help our children develop as rounded individuals.

At Key Stage 4 – Year 10 students will study relationships and families as part of their GCSE examined curriculum. This includes issues including human sexuality, consent, contraception, legal status, marriage and relationships as well as the religious attitudes towards these issues. From 2021 Year 11 students will follow a non-examined RPSE curriculum including age appropriate RSE with a focus on promoting positive mental health.

As part of a broad and balanced curriculum, some elements of RSE will be delivered through the tutor group programme as well as some national curriculum areas (such as PE, computing, English and science). Examples include; physical aspects of puberty, physical effects of drug taking (leading to risky sexual behaviours), developing healthy friendships, bullying and use of social media and other online platforms where relationships are created and maintained. Whole school educational opportunities and a wide variety of extra-curricular provision also enriches the RSE content delivery. Safeguarding and Internet safety is implicit throughout all curriculum areas and NHGS staff model healthy and positive behaviours consistently.

## Course Content

Detailed content of the Relationships and Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in, ***“Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.”***

(See appendix 1, appendix 2 and appendix 3 for our programme of study in each year group)

Many of the topics covered by RSE and health education are supported by the delivery of the National Curriculum for Science at Key Stages 3 and 4 covering the following:

- Recognise the changes that occur during puberty
- Name, identify and explain the functions of the main reproductive organs in humans
- Describe what happens in the menstrual cycle
- Explain what happens in fertilisation
- Explain the role of the placenta during pregnancy
- Explain why a pregnant woman must avoid some substances
- Describe what happens during birth
- Understand that conception and health can be affected by drugs and disease
- Recognise the reasons behind using fertility treatment
- Recognise how knowledge of the results of having sex is important in making lifestyle choices

## RSE curriculum for SEND students

Where possible all students will remain with their class for RSE lessons. Students with SEND or students who have been identified as likely to need SEMH support with RSE will either receive the support of a Teaching Assistant during their RSE lessons, or arrangements will be made for specific students to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within the SSA (Student Support Area). The SENDCO and Head of RPSE will make the relevant plans at the start of each academic year, in consultation with parents.

## Sensitive or Controversial Topics

The school is aware that the teaching of some aspects of RSE might be of concern to teachers and students and will therefore ensure that sensitive issues are dealt with in an appropriate manner, having regard to the age and cultural background of the students concerned.

- During Relationships and Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
- Teachers should establish a set of ground rules so that young people are aware of parameters.
- Students should never be asked to disclose their sexual orientation or personal information about themselves or others
- Teachers and students will show respect for all genders, sexualities and different types of families
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
- Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

## Working with Parents

- Parental support is integral to the success of our RSE curriculum at The North Halifax Grammar School. While we have an educational and legal obligation to provide young people with Relationships and Sex Education we respect the primary role of the parents in educating their children about these matters.
- Parents/carers are very welcome to explore our RSE curriculum further by requesting to view the teaching materials
- Whilst we recognise the parental right to withdraw a child from some aspects of RSE (see below), we believe that any request should be carefully considered and effects of being excluded from this important education. This could include any social and emotional effects of being withdrawn, as well as the likelihood of the child hearing their peers' version of events rather than what was directly said by the teacher in learning environment.

*The new statutory regulations and guidance apply from September 2020, and until then the statutory Sex and Relationships Education Guidance (2000)vi is still in effect:*

- *Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum. This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum. Schools must make alternative arrangements for students whose parents choose to withdraw them from SRE lessons.*

The right of withdrawal in secondary schools from September 2020:

- Parents will **not** be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where students are withdrawn from sex education, schools should document the process and will have to 'ensure that the student receives appropriate, purposeful education during the period of withdrawal.'

Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Principal. In such cases alternative arrangements will be made. In such cases students will be set independent work in lesson time on other aspects of the RPSE curriculum.

## Confidentiality

Many of the topics covered as part of the RSE programme are sensitive and may raise confidentiality issues. Staff involved with the delivery of RSE must be made aware that teachers cannot offer or guarantee absolute confidentiality. The development of the RSE programme must consider carefully the issue of confidentiality. The Head of RPSE must facilitate this and must also draw attention to links with the RSE programme and the school's Safeguarding and Child Protection Policy.

The policy for confidentiality within the RSE programme will include:

- reassuring students that their best interests will be maintained;
- encouraging students to talk to their parents or carers and giving them support to do so;
- ensuring that students know that teachers cannot offer unconditional confidentiality;
- reassuring students that, if confidentiality has been broken, they will be informed first and then supported as appropriate;
- if there is any possibility of abuse, staff will follow the school's child protection procedures;
- making sure that students are informed of sources of confidential help, for example, the school counsellor, GP or local young person's advice service; and
- using ground rules in lessons.

Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

# The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools RSE programme. Any visitors used to help in the delivery of the RSE programme will be clear about the boundaries of their input and will be aware of the RSE curriculum, relevant school policies and their work will be planned and agreed in advance. The school is aware that working with health professionals in the development and implementation of RSE programmes is useful and beneficial to staff and students alike. It is the responsibility of the Head of RPSE to monitor events of this nature and propose the future use of health professionals to support the delivery of RSE through RPSE.

## Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated regularly through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors annually.

Information gathered as a result of the monitoring and evaluation processes will be implemented into future planning of the RSE programme and the RPSE curriculum generally.

## Linked Policies

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy

## Appendices

- **Appendix 1:** Statutory guidelines

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

- **Appendix 2**  
The content outlined by the statutory guidance states that by the end of secondary school all students should have covered the following content:

<b>Families</b>	Students should know <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• 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.<ul style="list-style-type: none"><li>- why marriage is an important relationship choice for many couples and why it must be freely entered into.</li></ul></li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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.</li></ul>
-----------------	---

<p><b>Respectful relationships, including friendships</b></p>	<p>Students should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<p><b>Online and media</b></p>	<p>Students should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them. <ul style="list-style-type: none"> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul> </li> </ul>
<p><b>Being safe</b></p>	<p>Students should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>

<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Students should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> </ul> <ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
--	--

• **Appendix 3:**

NHGS RSE content delivered through RPSE lessons:

Year 7

- Different types of relationships
- Managing, negotiating and dealing with conflict
- Changing relationships including loss and bereavement
- Puberty
- Drugs education (cigarettes and alcohol)

Year 8

- Judging others
- Relationships and dating
- Emotions and love
- Coping with loss
- Communication and assertiveness
- Sex and peer pressure
- Sexual activity – contraception and STIs
- Body image and self esteem
- Drugs education (links to reckless and risky sexual behaviours)

Year 9

We are currently undergoing a full curriculum review to maximise on the new allocation of curriculum time for year 9. We aim to have an outline of the content and scheme of learning in place for September 2020. For 2019/2020 provision will be in the form of a whole year 'drop down day' during the Spring term.

Year 10

- Relationships and Families Theme A AQA RS GCSE:
- Human sexuality (including the changing attitudes and legal status)

- Contraception
- Marriage
- Family life
- Pre-marital and extra marital sex
- Divorce

#### Year 11

We are currently undergoing a full curriculum review in light of the new plan to take the RS examination in year 10. This will allow for a varied, non-examination focused RSPE curriculum. We aim to have an outline of content and scheme of learning in place for September 2020.

#### Sixth Form PSHCE curriculum content (including RSE): Year 12

Cancer awareness - how to check for growths.

Alcohol & drugs awareness.

Extremism (Prevent).

LGBTQ presentation.

Forced marriage & FGM (Karma Nirvana)

Antony Nolan – be a life saver.

#### Year 13

Drugs alcohol.

Homelessness.

Sexual Health – STIs.

First Aid.