



# PUDSEY GRAMMAR SCHOOL

EST.1905

## Relationships and Sex Education Policy 2023- 2024

This policy has been agreed by the Governing Body of  
Pudsey Grammar School

Ratified: Student Support

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### **Introduction:**

Pudsey Grammar School appreciates that children and young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. We recognise that our 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.

### **Definition:**

Relationships and Sex Education is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

The aim 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.'

(DfE Relationships and Sex Education Guidance 2019)

### **Aims and Objectives**

A caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want to talk about their thoughts, feelings and behaviours in the context of relationships. They also need access to knowledge and opportunities to develop skills that are appropriate to their level of maturity and their developmental needs.

Throughout our RSE programme, students have the opportunity to express themselves within safe environment. They have the opportunity to articulate their thoughts, doubts and anxieties so that they can build the skills needed to make responsible decisions and they are encouraged to communicate effectively using the correct vocabulary to describe themselves and their bodies.

Central to the RSE programme is the development of self-esteem and the importance of taking personal responsibility for oneself and one's actions. It is understood that when young people feel good about themselves, they are more likely to develop healthy and appropriate behaviours within relationships. If a young person thinks positively of themselves, they are more likely to think positively of other people and to develop non-exploitative, caring relationships. This includes avoiding vulnerability to exploitation themselves.

As a school, we aim to:

- generate an atmosphere where questions of a sensitive nature can be asked and answered openly without embarrassment or judgement
- enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- enable students to understand the impact of external factors, such as the media, the internet, peer groups and to give them the knowledge and confidence to remain independent decision-makers
- enable students to develop the ability to form positive, non-exploitative relationships
- enable students to be aware of personal, psychological, emotional and physical changes in themselves and others
- enable students to understand the process of human reproduction
- emphasise the role and the value of family life
- enable students to understand the law in matters relating to sexual activity
- inform students of where they can go for further information and advice

Relationships and Sex Education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others

### **Statutory requirements**

As a maintained secondary school, we must provide RSE to all pupils as per the Children and Social work act 2017. (Additionally the Equality Act 2010).

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **Policy development**

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## Curriculum

Relationships and Sex Education is now delivered throughout Key Stages 3 and 4.  
Learning Outcomes

By the end of Key Stage 3, students will be able to:

- manage changing relationships
- recognise the risk of personal safety in sexual behaviour and to be able to make safe decisions
- ask for help and support and to explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Students will have considered:

- the importance of respecting difference in relation to gender and sexuality
- issues of gender and identity, including how to support others who may be transitioning
- how it feels to be different and be discriminated against
- the unacceptability of prejudice and homophobic bullying
- the benefits of sexual behaviour within stable and loving relationships
- how they see themselves and how this affects their self-confidence and behaviour
- issues such as the costs of early sexual activity
- the meaning of rights and responsibilities in relationships

By the end of Key Stage 4, students will be able to:

- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work willingly with a range of people who are different from themselves

Students will have considered:

- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion; contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

For more information about what students should know at by the end of Secondary School, please see Appendix 1.

### **Delivering RSE**

Our Relationships and Sex Education programme is supported by the wider curriculum for Personal, Social and Health Education. In this way, the school can ensure that students receive their sex education in the wider context of relationships and are thoroughly prepared for the opportunities, responsibilities and experiences of adult life. Relationships and Sex Education is delivered through Science, timetabled days, tutor time, PSHE and RE.

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).

### **Inclusion**

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this school's approach to RSE will take account of:

- The needs of boys as well as girls: Girls tend to have greater access to RSE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality: On average, about 5% of our students will go on to define themselves as gay, lesbian or bisexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.
- Age: We intend that all students shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Older students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about

contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

- Special educational needs: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

‘Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all students understand their physical and emotional development and enable them to make positive decisions in their lives’. (DfE Sex & Relationship Guidance 2000)

- Students who use alternative methods of communication: Some students have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these students have equal access.
- Students with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

### **Confidentiality and Informing Parents/Carers**

Students who experience difficulties will be supported via the school’s pastoral teams or, where appropriate, via the use of external agencies. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing sex education on the agenda at the relevant governors’ meeting
- by discussing and agreeing a consistent approach for students to be used at home and school
- PSHE Intention letter sent to all year 7-11 parents/carers in the autumn term of each academic year.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student’s age, maturity and competence to make their own decisions.



Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

### **Roles and responsibilities**

#### The Governing Board:

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

#### 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 components of RSE.

#### 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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **Pupils**

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

### **Training**

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

The school 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.

The PSHE will support in the planning and implementation of PSHE/RSE resourcing to ensure all students (SEND) can access and manage learning.

### **The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons**

Parents have the right to withdraw their children from the non-statutory 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 2 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher or a member of the senior team will discuss the request with parents and take appropriate action.

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

### Monitoring Arrangements

The delivery of RSE is monitored by the Assistant Headteacher for Personal Development and Pupil Premium and the Subject Leader of PSHE through:

- Curriculum planning, learning walks, work scrutiny, observations.
- Pupils’ development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the Assistant Headteacher for Personal Development and Pupil Premium annually. At every review, the policy will be approved by the Student Support Committee.

### Appendix 1: By the end of Secondary School students should know

TOPIC	PUPILS SHOULD KNOW
Families	<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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</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>

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<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</li> <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>
Being safe	<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>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</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</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> <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 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	