



# Weald of Kent Grammar School

## Relationships and Sex Education Policy 2022

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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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Support students to be safe, happy, and be prepared for a fulfilling life during and beyond school.
- Offer accurate information and dispel myths.
- develop the capacity of our students to make sound decisions when facing risk, challenges and difficult situations.
- enable our students to know how and when to ask for help, and where to access support.
- Support our school values of Resilience, Tolerance, Integrity, Good Manners and Individuality.

The Department for Education expands on these aims in its statutory guidance of 2020:

“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. 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. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously.”

Every student has the right to be as well informed as possible about issues surrounding relationship and sex in order to develop confidence, self-esteem and responsibility.

## 2. Statutory requirements

As a secondary academy school we must provide RSE and Health Education to all students 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](#). Our teaching of RSE meets the requirements of the Department of Educations’ statutory guidance on Relationships and Sex Education and Health Education 2020. As such, this policy and our delivery of RSE must adhere to the requirements of other statutory guidance (see page 7 of the RSE Guidance 2020) such as the Equality Act 2010 and Keeping Children Safe in Education 2020.

### **3. Definition**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

### **4. Curriculum**

Our curriculum is set out as per Appendix 1 but we may adapt it as and when necessary. The content of the RSE and Health Education curriculum is set out in pages 25-29 and pages 35-38 of the RSE Guidance 2020. We have developed the curriculum based on national guidance and taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so the students are fully informed and don't seek answers online.

A curriculum map of the main topics taught in the school's RSE curriculum can be found in Appendix 1. A list of statutory content can be found in Appendix 2. There are two elements to the curriculum: relationships and sex education, and physical health and mental wellbeing. Much of this is supported in the wider school curriculum.

Here follows a series of extracts from the Department for Education's 2020 guidance on RSE which explains curriculum content in more detail:

#### **“Relationships and sex education**

Students should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Students should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Students should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly.

As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

Internet safety should also be addressed. Students should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

### **Physical health and mental wellbeing**

It is important that the starting point for health and wellbeing education should be a focus on enabling students to make well-informed, positive choices for themselves. This should enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that students are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis should continue to be given to steps students can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Students should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Students should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Students should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

Students should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school, and externally, can help.”

### **6. Delivery of RSE**

The school has the same high expectations of the quality of students’ engagement and work in this curriculum area as for other curriculum areas. RSE is taught within the personal, social, health and

economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Aspects of Health Education are also taught in Science, Food and Nutrition and P.E. Internet safety and safe online behaviours are also taught in ICT lessons.

PSHE lessons are delivered in timetabled lessons. Each student will complete a programme of PSHE lessons which will cover the statutory RSE and Health Education content by the end of Year 11. As per DfE guidance, the teaching of this content will be in place by the summer term of 2021.

The majority of lessons are delivered by timetabled staff, most of whom are the students' form tutors. This is a common approach in schools, as the form tutor knows the students well, and has established a foundation of trust and understanding in the classroom within which to deliver the RSE content. Sessions may also be delivered by other staff, such as pastoral leaders and other appropriate professionals with specific expertise. The school may also invite external visitors and expert to deliver sessions if appropriate. There will be a clear understanding between visitors and the school about the content and purpose of the session.

Students' understanding of the RSE and wider PSHE curriculum is assessed in lessons through usual teaching pedagogy such as questioning, quizzes, presentations, self-evaluations, short written tasks and discussions. As in the wider curriculum, assessment for learning will be used to identify where students need extra support or intervention. There is no formal examined assessment of the RSE curriculum and as with the wider PSHE programme, it is not assessed through formal assessments such as graded school tests.

It is important that the RSE and wider PSHCE programme is delivered with sensitivity and care. RSE lessons should have lesson objectives that explain the content of the forthcoming lesson. Students should be forewarned about any material that some students may find too challenging or upsetting. Resources are drawn from recognised sources, such as the PSHE Association. Sensitive material and discussions should be based on resources that use 'distancing', such as fictional or real scenarios involving characters rather than relying on the students' own life experiences. Our resources will use examples and scenarios that seek to represent a variety of contexts and represent the students we teach. Students will be presented with a range of opinions so they can explore ideas and values without distortion.

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).

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. All students need to feel that the RSE curriculum is relevant to them.

Issues such as abortion, pregnancy, STIs and contraception, as well as legal and illegal drugs, will be dealt with factually. Students will be presented with the legal framework and facts about the issue.

If a student seeks advice or confidential discussion with a teacher as a result of these RSE lessons:

- Staff must not promise confidentiality to students as there may be safeguarding issues that arise from the discussion.
- However, students are entitled to confidential sexual health guidance.
- The member of staff will not offer one-to-one personal advice or guidance on sexual behaviour.
- The member of staff can provide the contact details of an advice centre or helpline, or refer to the school nurse.

- If a child under the age of 16 discloses that they are sexually active, the school will encourage the student to share this information with a parent/carer. The school will follow the Safeguarding Policy and consult with local health agencies such as a sexual health clinic, school nursing service, counselling and the student's GP.

## **7. Roles and responsibilities**

### **7.1 The Board of Trustees**

The Trustees will approve the RSE policy and hold the headteacher to account for its implementation. The Quality of Care Trustee Group regularly meets senior staff and can review the implementation of this policy. The Trustees will review this policy within a three-year cycle, or when deemed necessary to incorporate changes in statutory guidance.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress in PSHE lessons;
- Responding to the needs of individual students;
- Responding appropriately to students whose parents wish them to be withdrawn from the 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.

A member of the Senior Leadership Group is responsible for leading the delivery and monitoring of the RSE and wider PSHE curriculum. Heads of Year take the lead on the planning and delivery of RSE and PSHE for the students in their year group. Heads of Year and the Senior Leadership Group will coordinate the monitoring of the RSE and PSHE curriculum, including learning walks and lesson observations.

### **7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with the school's values and Positive Behaviour Policy.

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from some parts, or all, of the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. It is good practice for the headteacher to discuss this request with the parent/carer, including the benefits of receiving this education and the detrimental effects that withdrawal might have on the child. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, 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.

A copy of withdrawal requests will be placed in the student's educational record. Alternative appropriate and meaningful work will be given to students who are withdrawn from sex education.

There is no right to withdraw from Relationships Education or Health Education.

## Appendix 1: Relationships and sex education curriculum map

This programme of study has been produced by the Heads of Year team, in conjunction with the student year councils and student School Council. The programme of study is updated annually and made available to parents and carers ahead of the new academic year.

	Year 7	Year 8	Year 9	Year 10	Year 11	Years 12 & 13
Term 1	Friendships Organisation, time management, managing worries Stereotypes, Respect and Bullying	Mental health and wellbeing, self-care Online safety including sexting/nudes Types of relationships	Identity Respect and Equality Studying online, revision tools	Facing and managing change First aid Promoting positive mental health GCSE Pod	Study skills Workload and managing worries Sex Education (Metro)	Y12: teambuilding, finance, digital footprints, alcohol and binge drinking Y13: UCAS, student finance, student life
Term 2	Online Safety and cyber-bullying Self-care and self-talk Careers lesson 1	Marriage, parenting and different types of long term relationships	Careers guidance and choosing GCSE options Health education: alcohol	Sexual harassment Global issues and feminism, e.g. FGM, equal rights	Careers Carousel: Kent Choices, post-16 options, values, applications	Y12: legal highs, cannabis, everyday sexism, future pathways Y13: budgeting, food, life skills
Term 3	Developing a growth mindset  Safer Internet Week: online peer pressure and self-esteem	Managing anxiety Safer Internet Week	Health education: smoking and vaping Consent and the law Safer Internet Week: NSPCC and sending images	Breast cancer education Safer Internet Week	(PPE preparation)  Personal Finance education	Y12: revenge porn, coercive behaviours, gaslighting Y13: independent living, looking after your health
Term 4	Puberty, menstrual health and wellbeing  Careers lesson 2	Sleep hygiene  Careers Project	Sexual exploitation and grooming Sex Education Sexually transmitted infections	Drugs: facts, the law, county lines	Personal Finance Safe Internet Week National Citizen Service Preparation for public examinations	Y12: human rights and equality, FGM, upskirting Y13: sexual and gender identity
Term 5	Revisiting growth mindset in relation to assessments Online safety and risks Respectful relationships and hurtful behaviours	Kindness Growth Mindset	Relationships and the Law: sexual harassment Basic first aid Online safety and relationships	Guest speakers on relationships and sex education	Public examinations	Y12: UCAS, pathways, super-curriculum, guest speaker (university admissions) Reproductive health

	Year 7	Year 8	Year 9	Year 10	Year 11	Years 12 & 13
Term 6	Careers lesson 3  Basic first aid	Health and unhealthy relationships Appearance and body talk	Digital self Online safety and pornography Preparing for Year 10	Careers lessons 1, 2 and 3		Y12: Drugs and Alcohol (We are With You), Work Experience
By the end of the year, students will know:	who to contact if they have concerns about themselves or others, definitions of bullying and cyberbullying, how to report a concern, fixed and growth mindsets, some basic first aid, about periods and relevant products.	about different types of families and long term relationships, ways to promote personal wellbeing, about mindfulness, about the law on online safety and nudes.	the Equality Act and protected characteristics, consent and the law, definitions of sexual and gender identity about different forms of child sexual exploitation, the law on alcohol, vaping and smoking and health risks.	the law on sexual harassment, the law on online behaviours, basic first aid mindfulness techniques, sexual health issues, e.g. contraception and STIs	how to apply for sixth form and college courses, how to write a personal statement, basics of personal finance like pay-slips, tax, savings and debt, the importance of screening and checking yourself	about UCAS, and post-18 applications and pathways, about the importance of super-curriculum, about personal finance, issues around drugs and alcohol. STIs and contraception.
By the end of the year, students will have explored:	ideas of self-care, emotions during puberty, when banter becomes bullying links between physical and mental wellbeing, managing friendships, managing their own worries, their own personal strengths, career opportunities.	The benefits and issues around marriage and other long-term relationships The responsibilities of parenting career opportunities, Managing anxiety and self-care.	how to tackle discrimination and the importance of freedom of speech issues around inclusion and gender/sexual identity issues of peer pressure and alcohol and smoking dealing with unwanted sexual pressure	changing mental health challenges in teenage years, how to respond and protect yourself from sexual harassment, their own planning in terms of education and careers, the impact of social media on body image and pornography.	post-16 and post-18 pathways, important issues in personal health and sexual health.	responding to pressure around alcohol consumption and its consequences, relevant online risks such as pornography and gambling and scamming, the features of independent living.
RSE in the wider curriculum						
	Year 7	Year 8	Year 9	Year 10	Year 11	Years 12 and 13
Science	Reproductive health Pregnancy Puberty, menstruation	Effects of tobacco Poor diet and health risks		Definitions of drugs Poor diet and health risks Effects of drugs: addiction and dependency	Basic first aid Self-care	

	Year 7	Year 8	Year 9	Year 10	Year 11	Years 12 & 13
Food and Nutrition	Healthy diet NHS-Healthy tips Eatwell Guide Focus on sugar Healthy meal plans	Macronutrients Obesity and balanced diet Healthy meal plans	Micronutrients Balanced diets Healthy meal plans			
P.E.	Importance of regular exercise, mental and physical benefits of an active lifestyle, healthy diet, risks of inactive lifestyle					
ICT	Online Safety Certificate: online risks, bullying, sexting, data and privacy, seeking help and reporting, social media and mental health					

**Appendix 2: RSE Statutory Content.**

By the end of secondary school students should know:

TOPIC	STUDENTS 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>
Respectful relationships, including friendships	<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	STUDENTS 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	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 3: 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	