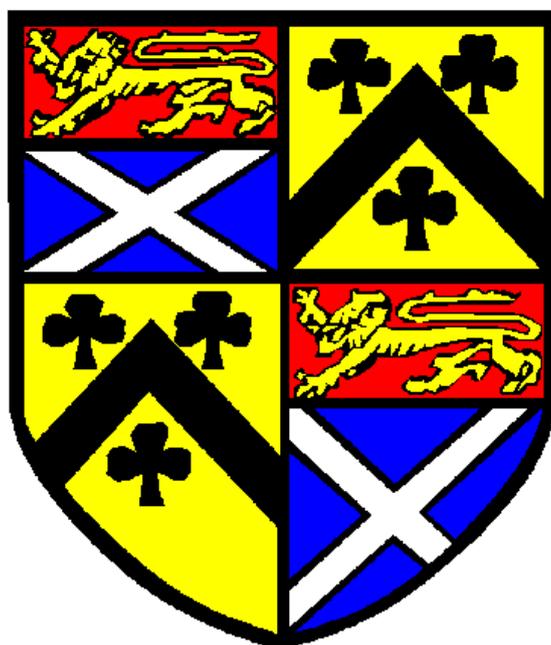


The Rochester Grammar School

Relationships and Sex Education Policy



This policy was adopted on	September 2020
The policy is to be reviewed on	September 2021

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

At The Rochester Grammar School we teach RSE as set out in this policy.

3. Definition

RSE 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 involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” (DfE, 2019)

4. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, known as EXEL at The Rochester Grammar School. A full EXEL curriculum overview can be found on the school website:

<https://www.rochestergrammar.org.uk/curriculum/exel/>

Students in year 7 and 8 will have one EXEL lesson per week based on the following topics and subtopics, all of which are deemed statutory:

- **Health and Wellbeing**
 - Self concept
 - Mental health and wellbeing

- Healthy lifestyles
- Drugs and alcohol
- Managing risk and safety
- Puberty and sexual health
- **Relationships**
 - Positive relationships
 - Relationship values
 - Forming and maintaining respectful relationships
 - Contraception and parenthood
 - Bullying, abuse and discrimination
 - Social influences
- **Living in the wider world**
 - Learning skills
 - Choices and pathways
 - Work and career
 - Employment rights and responsibilities
 - Financial choices
 - Media literacy and digital resilience

Pupils also receive stand-alone sex education sessions delivered by trained health professionals and appropriate school teaching staff during EXEL days throughout Key Stage 4. During Key Stage 4, students will have three days per academic year off timetable covering a range of PSHE topics, including the RSE topics listed above.

Across all Key Stages, pupils are supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life and appropriate social situations.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS). The following topics are delivered in religious studies lessons and are all deemed as statutory:

- Nature and purpose of marriage
- Marriage ceremonies
- Attitudes to divorce, remarriage, annulment, separation and adultery
- Nature and purpose of sex
- Contraception
- Same sex relationships

The GCSE course explores these topics from Christian, Buddhist and Humanist perspectives, however, students will be given booklets which will also provide Jewish and Muslim perspectives if this is of particular interest to them.

The following topics are delivered in science lessons and are all deemed as statutory:

- Reproduction, including; changes that occur during puberty, reproductive systems, fertilisation and implantation, development of a foetus, the menstrual cycle, sexual reproduction and the joining of gamete cells
- Sexually transmitted diseases
- Reproductive technologies, including; contraception, IVF and fertility medicine

Each of these are delivered in a purely fact based manner with little opportunity to discuss emotions or perspectives.

Students will be encouraged to develop their own opinions and emotions in relation to the topics in order to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

5. Roles and responsibilities

Governing Board

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

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 6).

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 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 Principal.

Pupils

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

Pupils are not encouraged to discuss their own experiences of issues relating to RSE but are encouraged to ask questions and discuss issues related to RSE that will develop their understanding.

If a pupil is concerned about a personal issue relating to RSE or has concerns about someone they know, they are advised to discuss this with a trained safeguarding practitioner, from the list below:

- their Head of House
- **or** Leigh Wells (Lead Teacher of EXEL)
- **or** Helen Britten (Assistant Principal – Every Child Achieves)

In the event that a safeguarding risk is identified, parents/guardians will be notified in line with the safeguarding policy.

6. 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 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.

7. Parents' right to withdraw

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 the non-science components of Sex Education within RSE. Requests for withdrawal should be put in writing 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 RSE.

From up to three terms before the child turns 16 '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.' At this stage, the parent can no longer withdraw their child from Sex Education.

8. Monitoring arrangements

The delivery of RSE is monitored by Leigh Wells through:

- Planning of appropriate lessons
- Monitoring the assessment tracking system
- Conducting learning walks to ensure RSE lessons follow the guidance within this policy

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