



The Grange School Relationships and Sex Education Policy Effective from:

Applies to:	Students and Parents/Carers
Date of Governing Body Approval	27 May 2021
Next Review	27 May 2024

Document Control

Title	The Grange School
Originator / Author / Owner	Subject Leader PSHCE
Review Cycle	3 Years
Edit Location	T:Drive/Policies/2020-21
Published Location	Intranet and Website
Supporting documents	None
Classification	Advisory

Document Management

Governance Area of Responsibility:

Curriculum	x
Finance	
Health and Safety	
Safeguarding	
SEND	
Personnel	
Other:	



The Grange School Relationships and Sex Education Policy

Policy Date: 27 May 2021
Review Date: 27 May 2024

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	4
9. Training	5
10. Monitoring arrangements	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	Error! Bookmark not defined.
Appendix 2: By the end of secondary school pupils should know	11
Appendix 3: Parent form: withdrawal from sex education within RSE	14

1. Aims

The aims of relationships and sex education (RSE) at The Grange School is 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
- Promote our communities shared values of positive, respectful and fulfilling relationship

2. Statutory Requirements

As a maintained secondary school we must provide RSE to all students as per the [Children and Social work act 2017](#).

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

3. Policy Development

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

1. Review – Mr Hood (as SL for PSHCE) 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 share their views using Microsoft Forms and consult with Mr Hood if they wished
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. 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 therefore about learning from experiences and learning new knowledge.

RSE is not about the promotion of sexual activity.

RSE at its core is about promoting shared values that all of stakeholders in our local community share.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, 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 they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (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

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

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, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Families can include: single parent families LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures,

7. Roles and Responsibilities

7.1 The Governing Board

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

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 the sex education components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

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

Mr. Hood as Subject Leader for PSHCE and Curriculum Coordinator for Humanities is responsible for the implementation and quality assurance of all aspects of the RSE curriculum in PSHCE lessons. Any enquiries, should in the first instance, be communicated to him at nhood@grange.bucks.sch.uk

7.4 Students

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

8. Parents' Right to Withdraw

Parents have the right to withdraw their children from sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher or a member of staff who has had the role delegated to them will discuss the request with parents and take appropriate action.

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

9. Training

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

The Subject Leader for PSCHE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

The delivery of RSE is monitored by Mr Hood Hood (Subject Leader for PSCHE) through the school's quality assurance programme. This will include learning walks, work scrutiny (checking student work for challenge but also appropriateness of activities) and student voice.

This policy will be reviewed by the Subject Leader for PSHCE. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	<p>During the first half term when students come to The Grange School students undertake the first part of their resilience course. These lessons are focussed upon their relationships with themselves and others. The lessons are as follows:</p> <p>Lesson 1: What is Resilience and Harnessing Emotions Lesson 2: Connecting the Brain, Emotions and Thoughts Lesson 3: Introducing the Gremlin Beliefs Lesson 4: Optimism and Evidence Lesson 5: WoBbLe - Calming the Catastrophising Gremlin Beliefs Lesson 6: Resilience Planning</p>	Bounce Forward Resilience Lessons Part 1.
Year 7	Spring 1	<p>This is the 2nd part of the resilience course focusing on building student's resilience. The key focus is improving their relationships with others and themselves. The planned lessons are as follows.</p> <p>Lesson 1: Revisit the Skills of Resilience Lesson 2: Optimistic Thinking Lesson 3: WoBbLe Lesson 4: Assertive Communication Lesson 5: Moving on Lesson 6: Empathy and Resilience Planning</p>	Bounce Forward Resilience Lessons Part 2.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 2	<p>As part of the safety unit student's spend two lessons on internet safety exploring their personal footprint.</p> <p>During these lessons students will be given an opportunity to explore their relationship with online social media including the positives and the potential pitfalls. Students will explore the law in regard to sending imagery and explore the dangers of sharing "selfies" and other potentially inappropriate images.</p>	Videos and other resources taken from CEOP and the PSHE Association
Year 8	Autumn 1	<p>As part of health students could potentially explore the role of relationships in sex in the following topic areas:</p> <ul style="list-style-type: none"> - Lesson 3 eating disorders - Lesson 4 drugs - Lesson 7 alcohol 	Bespoke resources have been produced for the school. Most lessons include a PowerPoint and a worksheet.
Year 8	Spring 1	<p>Introductory unit for relationships and sex education.</p> <p>This unit serves as an introductory unit for the longer and deeper unit in year 9.</p> <p>Topics include:</p> <ul style="list-style-type: none"> - Introduction to relationships and sex education including ground rules and expectations. Where do I go if I need help? - Consent: what does it mean and how does the law affect me? What is the law surrounding social media? - Friends and relationships. Are they a friend or a dominator? - Puberty – what changes happen in your body - The characteristics of a healthy and positive relationship - How do I role model respect? (exploring what students can do to maintain appropriate boundaries between the relationships that they have) - Body positivity. 	Bespoke resources have been produced for the school. Most lessons include a PowerPoint and a worksheet.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn 1	<p>As part of a wider unit on drugs students will explore how drugs can affect relationships in a wider context.</p> <p>Students will produce a drugs story as part of their assessment and will consider relationships as part of this.</p>	<p>Bespoke resources have been produced for the school.</p> <p>Most lessons include a PowerPoint and a worksheet.</p>
Year 9	Autumn 2 / Spring 1	<p>Building on the previous introductory unit in year 8, students will study aspects of relationships and sex education in a deeper and wider way. Current planned teacher lessons include:</p> <ol style="list-style-type: none"> 1. Revisiting of ground rules and expectations including signposting where to go for help and advice. 2. What are my values when it comes to a positive relationship? How are these shared with others in our local community and Britain? 3. The law and sex – focusing on consent. 4. How some young people are exploited by others? (using a CEOP resource) 5. Pregnancy including the emotional, physical, and financial aspects (BBC underage and pregnant resource used as a delivery vehicle). 6. Sexually transmitted Infections 7. What makes a positive relationship and how would somebody know they are ready for sex. 8. Contraception – what is it and how it works. 9. Case study assessment (giving advice and guidance on what contraception to use). 	<p>Bespoke resources have been produced for the school.</p> <p>Most lessons include a PowerPoint and a worksheet.</p> <p>The school has also purchased condom demonstrators, contraceptive demonstration kits and a resource on the dangers of pornography.</p> <p>CEOP videos / BBC</p> <p>Information for lessons has been researched and taken from NHS and the sexual health charity Brooke.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Spring 2	<p>Mental Health Investigated.</p> <p>During this unit students explore what mental health is, different types of mental health issues and how it affects an individual's life including their relationships with others. The outline of lessons is below:</p> <ol style="list-style-type: none"> 1. Understanding the biology of mental illness. 2. Understanding mental illness. 3. Triggers. 4. Spotting mental illness and supporting others. 5. Healthy coping strategies. 6. Reducing mental health stigma. 	<p>This unit builds upon the Bounce Forward lessons from year 7. These resources have been produced by Bounce Forward.</p>
Year 10	ALL	<p>No planned relationships and sex education taught in the year 10 cycles. The topics planned are crime and finance.</p> <p>There is however space to deliver relevant topics as part of the series of "topic lessons". Previously taught one-one lessons included tattoos and piercings and radicalisation. From 2021 – 2022 the SL for PSHCE will use these lessons to focus upon the RSE curriculum and will deliver content which is relevant and contemporary to students. This could include:</p> <ul style="list-style-type: none"> - Consent - Social Media - Sexual Harassment and inappropriate touching - FGM 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	2 nd part of cycle	<p>Relationships and Sex Education taught as one of the two modules.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> - Consent - Relationships and Enduring Love - Contraception - Sexuality - Parenting - Sexually Transmitted infections - Real Life Sex versus Pornography - Appropriate behaviour at school, with friends and peers and beyond. What is sexual harassment and inappropriate touching? How does the law affect me? 	<p>Bespoke resources have been produced for the school.</p> <p>Most lessons include a PowerPoint and a worksheet.</p> <p>The school has also purchased condom demonstrators, contraceptive demonstration kits and a resource on the dangers of pornography.</p>

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

TOPIC	STUDENTS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	STUDENTS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently

