



The Grange School Relationships and Sex Education Policy Effective from: May 2025

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2	May 2025	NHO	<ul style="list-style-type: none"> • Language has changed from SRE/RSE to RSHE (relationships, sex and health education policy) • Curriculum maps have been updated significantly to reflect the current curriculum • An appendix has been added highlighting which lessons that parents have the right to withdraw their child from. • PSCHE learning journey attached 	

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The Grange School Relationships Health and Sex Education (RHSE) Policy

Policy Date: May 2025
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1. Aims

The aims of Relationships Health and Sex Education (RHSE) 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 RSHE to all students as per the [Children and Social work act 2017](#).

In teaching RSHE, 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/RHSE) 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 RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values. RSE is therefore about learning from experiences and learning new knowledge.

RSHE is not about the promotion of sexual activity.

RSHE 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 RSHE

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

RSHE 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 RHSE curriculum, see Appendices 1, 2 and 5.

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 RSHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from the sex education components of RSHE (see section 8).

Staff are responsible for:

- Delivering RSHE in a sensitive way

- Modelling positive attitudes to RSHE

- Monitoring progress

- Responding to the needs of individual students specifically making sure they are aware of SEND requirements of their students, using their passports as necessary to make adaptations to the scheme of work to ensure all students make good progress. Ensuring that those from protected characteristics are supported through teaching and learning activities

- Responding appropriately to students whose parents wish them to be withdrawn from the sex education components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE 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 RSHE 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 RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from sex education within RSHE 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.

Appendix 43 outlines the lessons that parents have the right to withdraw their child from. Parents have the right to withdraw their child from either one, several or all of the sex elements from RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 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 RSHE 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 RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Mr 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 7	Summer 1	<p>Being Safe in our relationships</p> <p>Lesson 1: What do we mean by consent? What is the law?</p> <p>Lesson 2: What is sexual harassment, and would it ever affect me?</p> <p>Lesson 3: How do I know if a relationship is a safe, happy, and secure one?</p> <p>Lesson 4: When relationships go wrong</p> <p>Lesson 5: What is honour based violence and FGM?</p> <p>Lesson 6: Assessment lesson: Communicating Consent</p>	Being safe in our relationships resources
Year 7	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 	<p>Bespoke resources have been produced for the school.</p> <p>Most lessons include a PowerPoint and a worksheet.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 1	<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. <p>Reducing mental health stigma.</p>	<p>Bespoke resources have been produced for the school.</p> <p>Most lessons include a PowerPoint and a worksheet.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 2	<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"> - Lesson 1: Introduction to relationships and sex education including ground rules and expectations. Where do I go if I need help? - Lesson 2: Consent: what does it mean and how does the law affect me? What is the law surrounding social media? - Lesson 3: Friends and relationships. Are they a friend or a dominator? - Lesson 4: Puberty – what changes happen in your body - Lesson 5: Assessment: What is consent? - Lesson 6: How can we protect ourselves against pregnancy and use contraception correctly? Body positivity. - Lesson 7: Sexually Transmitted Infections 	<p>Bespoke resources have been produced for the school.</p> <p>Most lessons include a PowerPoint and a worksheet.</p>

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 GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 1/2	<p>Lesson 1: Introduction to RSE and Ground Rules - To agree to an appropriate set of ground rules for SRE to facilitate good discussion</p> <p>Lesson 2: The Law and Sex - To understand what the law is regarding sex and consent. To apply this knowledge to examples</p> <p>Lesson 3: What makes a bad relationship? - To explain what is meant by grooming and begin to discuss how young people are exploited</p> <p>Lesson 4 and 5: Underage and Pregnant (Two lessons) - To be able to explain some of the issues surrounding teenage pregnancy</p> <p>Lesson 6: Sexually Transmitted Infections - Identify the most common STIs and the best ways of preventing them. Describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases. Explain why using protection is so important and which method of best prevents each of the most common STIs</p> <p>Lesson 7: Contraception - To know what contraception is. To consider different methods of contraception and to understand their effectiveness.</p> <p>Lesson 8: Contraception Assessment Lesson</p> <p>Lesson 9: Relationships: Sexting - To know the law surrounding sexting. To understand the dangers sex and the online world can have on your reputation</p> <p>Lesson 10: Domestic abuse – how can we tell the difference between healthy and abusive relationships? - Identify 'red flags' that someone may be in an abusive relationship. Describe how a person in an abusive relationship could receive help and the services they can access. Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive</p> <p>Lesson 11: LGBTQAI+ What does this stand for and what do we need to know about it? - Correctly identify the different LGBTQAI identities and what the community want us know about these.</p>	<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 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 10	Unit 3 - Consent	<p>Lesson 1: Sexual Harassment at work - To define what is sexual harassment and to watch a case study to decide if sexual harassment happened in the workplace.</p> <p>Lesson 2: Consent and Social Media - To explain how consent applies to social media. To consider how the guidelines you may set yourself for your social media usage.</p> <p>Lesson 3: What is 'Revenge Porn'? Social media, image sharing and the law - Correctly identify what to do to prevent revenge porn and what to do if you become a victim. Describe the long and short term consequences of sharing intimate images with partners or friends. Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims</p> <p>Lesson 4: Zara McDermott documentary on Revenge Porn - To explain how there is no consent in revenge porn</p> <p>There is also space to deliver relevant topics as part of the series of "topic lessons". Previously taught one-one lessons included tattoos and piercings and radicalisation. This could include:</p> <ul style="list-style-type: none"> - Social Media - Sexual Harassment and inappropriate touching - FGM 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	1 st cycle of lessons	<p>Lesson 1: Relationships and Enduring Love - To discuss aspects of positive and negative relationships To explain what you feel is important in a relationship</p> <p>Lesson 2: Types of relationships - Describe different types of 'non traditional' relationships and ways we can make our school more LGBT+ inclusive. To explain how we can take our best ideas for an inclusive school and put them into practice. To analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.</p> <p>Lesson 3: Consent - To understand what is meant by consent. To consider the usefulness and appropriateness of the age of consent.</p> <p>Lesson 4: Relationships Breakdown - Correctly identify how we can help our friends and ourselves to mend a broken heart after a break-up. Describe the best ways we can help distract our friends and ourselves from grief and help manage emotions. Explain the meaning of new key terminology and use these phrases articulately in the correct context to communicate key messages to others.</p> <p>Lesson 5: Contraception - To understand how the various methods of contraception work and to be aware of their effectiveness.</p> <p>Lesson 6: What makes 'good sex' and is it best to wait for someone you care about? - Correctly identify what makes good, safe, healthy sex. Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why. Explain articulately how the case studies can manage healthy and fulfilling sex lives using new terminology in the correct context.</p>	<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>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	2 nd cycle of lessons	<p>Lesson 7: Revenge Porn - Correctly identify what to do to prevent revenge porn and what to do if you become a victim. Describe the long and short term consequences of sharing intimate images with partners or friends. Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.</p> <p>Lesson 8: Bullying & body shaming - Correctly identify cases of body shaming, the different types and the hurt this can cause. Describe the consequences of body shaming, how it affects self-esteem and why people do this. Explain how we can make people feel better about their bodies, using notable or famous examples and role models.</p> <p>Lesson 9: Consent & Rape - Identify cases where sexual boundaries have been crossed and a crime has been committed. Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these. Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.</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>

TOPIC	STUDENTS SHOULD KNOW
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
Intimate and sexual relationships, including sexual health	<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: Lessons that can be withdrawn from

Lessons that can be withdrawn from:

Year 7: There are no lessons that can be withdrawn from in Unit 5: Being Safe in Our Relationships

Year 8: The following lessons can be withdrawn from in Unit 5: Sex and Relationships Education:

- Lesson 6: Contraception: What are my choices?
- Lesson 7: Sexually Transmitted Infections: An introduction

Year 9: The following lessons can be withdrawn from in the Summer Term Relationships and Sex Education module:

- Lesson 4/5: Underage and Pregnant – the section on “how did it happen”
- Lesson 6: Sexually Transmitted Infections – What do you need to know?
- Lesson 7: Contraception
- Lesson 8: Contraception Assessment

Year 10: The following lessons can be withdrawn from in the PSHCE rotation unit on consent:

- Lesson 3: Revenge Porn
- Lesson 4: Zara McDermott documentary on Revenge Porn

Year 11: The following lessons can be withdrawn from in the PSHCE rotation unit on Sex and Relationships:

- Lesson 5: Contraception: A recap
- Lesson 6: What is good sex?



Appendix 4: 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



TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: <i>Student X</i> will be taking part in all relationships lessons and during the sex education lessons, he will be working independently

Appendix 5: PSHCE learning journey

