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## Relationships and Sex Education Policy

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This policy is for Bury Grammar Schools

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### Relationships and Sex Education

This policy has been written to meet the standards as set out in the Education (Independent Schools Standards) Regulations 2014 (ISSR) as amended under sections 34 and 35 of the Children and Social Work Act 2017 and has particular regard for the interpretation of these as set out in paragraphs 79 to 101, 117 and 157 of the Commentary on the Regulatory Standards September 2021.

This policy is a working document which provides guidance and information on aspects of RSE within BGS for staff, parents / carers and governors. Other related policies and documents include: PSHEE Policy, Anti-Bullying Policy, E-safety Policy, Behaviour Policy, Equal Opportunities Policy and Safeguarding Policy.

It has been produced with reference to the DfE Guidance on Relationships and Sex Education and Health Education (2020), QCA Guidelines and the PSHE Association. It has been written by the Head of PSHEE with consultation by the Senior Leadership Team.

This policy is available to parents / carers on the School website.

#### 1) Introduction

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development.

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships and relationships with other peers and adults.

Sex Education is high quality teaching and learning about a broad variety of topics related to sex and sexuality, exploring values and beliefs about those topics and gaining the skills that are needed to navigate relationships and manage one's own sexual health.

Relationships and Sex Education has three main elements:

#### a) Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of stable and loving relationships for the nurture of children.
- Learning the value of respect, love, and care.
- Exploring, considering, and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

#### b) Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

#### c) Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, gender identity, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy and pregnancy options.
- The avoidance of unnecessary risk.
- Recognising how to take responsibility for your own, safety, health and well-being.

## 2) Aims and objectives of RSE

Our aim at BGS is to:

- Help and support young people through their physical, emotional and moral development.
- Help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- Provide an effective RSE programme, which meets the needs of all our pupils and responds to the range of cultural and sexual diversity.
- Provide opportunities for all children to understand themselves within the wider context of physical and emotional changes.
- Equip pupils with the skills and understanding to enable them to make informed choices about their relationships.

## 3) Confidentiality

Staff cannot offer unconditional confidentiality. If a member of staff believes that a pupil is at risk or in danger, a referral will be made to a Designated Safeguarding Lead (DSL) who will take action as laid down in the Safeguarding Policy. Pupils are made aware of this.

## 4) Delivery of the curriculum

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use.

Teachers are aware that views around RSE are varied. While personal views are respected, all RSE issues will be taught without bias. Topics will be presented using a variety of opinions in order to allow pupils to form their own, informed opinions but also respect others who may hold a different opinion. If a pupil displays homophobic, misogynistic, racist or extremist views, teachers will challenge the views in an age-appropriate way and record concerns on CPOMS for follow up by the Pastoral Team.

Clear ground rules will be established in PSHEE lessons. Pupils must feel confident asking questions both in lessons and around school. In most cases, pupils' questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate – e.g. questions about a teacher's personal life. Advice on using distancing strategies to depersonalise sensitive and controversial issues can be sought from the Head of PSHEE.

Both formal and informal RSE questions arising from lessons are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. Teachers must use their skill and discretion in this area and refer to the pupil's Head of Year or DSL if they are concerned.

BGS believes that RSE should meet the needs of all pupils regardless of their developing sexuality and gender identity and be able to deal honestly and sensitively with matters of sexuality, answer questions and offer guidance and support where necessary. Bullying on grounds of gender or sexuality will not be tolerated.

### **5) Working with Parents and Pupils**

The School seeks to work closely with parents and pupils in its delivery of RSE. This policy is available to parents / carers on the school website. This policy has been written following consultation with parents in November. The School seeks the views of pupils on RSE through self-evaluation forms and focus group meetings.

Relationships Education is statutory in Primary and Senior Schools from September 2020. Parents do not have the right to withdraw their children from any part of Relationships Education.

Parents have the right to withdraw their children from all or part of Sex Education offered other than those elements contained within the National Curriculum (outlined in section 6 below). Parents will be informed of the subject content of Sex Education beyond the National Curriculum at a relevant point in the academic year. Should parents wish to exercise this right to withdraw, they should submit a request to the School's Head of PSHEE in writing, using the Parent Form in Appendix 1, stating the reason for choosing to withdraw their child(ren). Parents who are considering the right of withdrawal may wish to discuss the matter with the Head of PSHEE before making their decision. A record of withdrawal will be held by the Head of PSHEE and will be shared with the relevant teaching staff and members of the SLT.

A pupil who has been withdrawn from any part of Sex Education may opt back into Sex Education three terms before their 16<sup>th</sup> birthday. The Head of PSHEE will discuss this with any pupil who has been withdrawn and allow them to make their own decision. Where a pupil chooses to opt back into Sex Education, the School has a duty to provide this during a minimum

of the three remaining terms. The School does not have to inform parents of a pupil's decision to opt back into Sex Education and this will be discussed with the pupil at the time of making the decision.

Where a pupil is withdrawn from Sex Education by parents, arrangements will be made by the Head of PSHEE for the pupil to work separately on a different PSHEE-related topic.

## **6) RSE within the Curriculum**

RSE is covered in a number of subjects in the School and is mainly taught as part of the school's PSHEE programme. It is also covered in assemblies and form time.

### a) Relationships Education

The topics covered are:

#### Key Stage 1 (Years 1 & 2)

- Friendships
- Families and special people
- Developing positive relationships and valuing difference

#### Key Stage 2 (Years 3 - 6)

- Developing positive relationships
- Bullying
- Loving relationships, marriage and partnerships
- Appropriate contact

#### Key Stage 3 (Years 7-8)

- Healthy and unhealthy relationships
- Romantic relationships
- Gender identity
- Stereotypes
- Consent

#### Key Stage 4 (Years 9-11)

- Marriage and romantic relationships
- Relationship breakdown and resolving conflict
- Consent
- Healthy and unhealthy relationships (including abuse in relationships)
- Stereotypes
- Gender and sexuality
- Prejudice-based bullying (including racist, homophobic, biphobic, transphobic, sexist, and disablist bullying)
- Separation, divorce, and bereavement
- Family life and being a parent
- Portrayal of relationships in the media

#### Key Stage 5 (Years 12 & 13)

- Consent

- Healthy and unhealthy relationships
- Bullying
- Preparation for life after Sixth Form

## b) Sex Education

### Key Stages 1 & 2 (Years 1-6)

There is no Sex Education taught beyond the National Curriculum in the Bury Grammar School Primary Schools. Pupils will learn about bodily similarities and differences between boys and girls and the names of main parts of the body in Key Stage 1 and puberty in Key Stage 2 as part of Health Education, and about reproduction in Key Stage 2 in Science.

### Key Stage 3 (Years 7-8)

Pupils in Year 7 learn about Female Genital Mutilation (FGM). In Year 8, the pupils learn about consent, intimate relationships, the consequences of entering into a sexual relationship and the benefits of delaying sex.

### Key Stage 4 (Years 9-11)

- Sharing sexual imagery
- Contraception
- Sexually transmitted infections (STIs)
- Child Sexual Exploitation (CSE)
- The portrayal of sex in the media, including pornography

### Key Stage 5 (Years 12 & 13)

- Making safe decisions (including contraception)
- STIs

## c) RSE in the BGS curriculum

### Science:

In Key Stage 3 pupils learn about human reproduction, the menstrual cycle, pregnancy, foetal development, and puberty.

In Key Stage 4 pupils learn about the human reproductive system, fertilisation, the menstrual cycle, contraception, IVF, and sexually transmitted infections (STIs). Pupils also learn about how gender is determined through inheritance.

### Religious Studies:

In Key Stage 4, those who opt to study Religious Studies explore several topics that deal specifically with issues connected to relationships and sex: heterosexuality, homosexuality, chastity, sex outside marriage, contraception, love, marriage, divorce and re-marriage, the sanctity of life, abortion. The pupils examine these issues in relation to Christian and Islamic notions of spirituality and ethical behaviour. Throughout, pupils are encouraged to consider

their personal responses to some of the major ethical concerns that arise and to make comparisons with a variety of Christian responses. As this is assessed at GCSE, parents have no right to withdraw pupils from any part of this subject content.

**Modern Foreign Languages:**

At Key Stage 3, pupils learn to give basic information about family members and friends and give information about themselves.

At Key Stage 4, pupils discuss attitudes to relationships, including marriage, divorce and separation. Pupils also discuss different types of bullying, including cyberbullying and prejudice-based bullying.

**English:**

At Key Stages 3 and 4, pupils discuss and explore issues relating to positive relationships, family life, romantic relationships, and parenting. Pupils also discuss bullying in different forms and challenging this behaviour.

**Art:**

At Key Stage 4, pupils explore issues related to relationships through their independent research projects, which is based on a topic of their choice.

**Drama:**

At Key Stages 3 and 4, pupils may cover texts in Drama which explore issues relating to bullying, healthy and unhealthy relationships, the portrayal of relationships and sex in the media and types of relationships (family and romantic relationships).

d) Parents' right to withdraw

All pupils study and are formally assessed in Science, English and MFL. Pupils are able to opt to study Religious Studies, Art and Drama at Key Stage 4. Parents do not have the right to withdraw their child from any part of Relationships and Sex Education that are part of the curriculum in these subjects as they are part of the formal assessment.

## **7) Organisation**

RSE is mainly taught by the class teacher in the Infant and Primary Schools and by all staff in collapsed timetable PSHEE days in the Senior School. RSE in the Sixth Form is delivered through assemblies, form time and collapsed timetable PSHEE events. We have an on-going programme of staff development and training for all areas of PSHEE to ensure that teachers are confident and skilled in effective delivery of RSE.

The delivery of RSE is set out in the PSHEE curriculum overview (available upon request). The timing of the delivery of topics may be subject to change within an academic year to suit the needs of the pupils.

Outside speakers may also be used for RSE lessons and they will be made aware of the school's policies. The content of any work they are to deliver is also checked by the Head of PSHEE prior to delivery.

The Health Support Workers and outside agencies may also be involved with the delivery of RSE.

As in all areas of the curriculum, teachers will use a variety of teaching methods and approaches including discussion, project learning, DVD, video, group work, drama, and role play.

### **8) Assessment**

There is no formal assessment in RSE. However, pupils evaluate their learning informally in lessons through self-reflection activities, and after a series of lessons by completing a feedback form or a knowledge quiz. Pupil feedback is used to further develop the curriculum and respond to concerns or questions. Pupils are given verbal feedback in lessons by the teacher about their work and participation. Parents receive written feedback about RSE in PSHEE from Class Teachers in the Primary Schools and from Form Tutors in the Senior School as part of the end of year reporting process.

### **9) Accessibility and SEND**

#### **a) Pupils with SEND**

The teaching of RSE is accessible to all pupils and lessons avoid large amounts of written work, instead concentrating on discussion and the development of skills and attitudes. All pupils and their contributions are valued. Teachers should ensure that work is differentiated to support the needs of particular pupils where required. Advice about providing differentiated work can be sought from the Head of PSHEE or the SENCO.

#### **b) Pupils requiring pastoral support**

The Head of PSHEE liaises with the Pastoral Leadership Team to ensure that appropriate support is in place for individual pupils when topics covered in lessons relate to a known pastoral issue. Class teachers are informed of the support plan by the Head of PSHEE or a member of the Pastoral Leadership Team.

### **10) Equality**

Bury Grammar School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are valued. Our curriculum takes into account and teaching the pupils about the Protected Characteristics as set out in The Equality Act (2010):

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

The Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. The teaching of RSE supports the School's ethos of eliminating unlawful

discrimination on grounds of any of the protected characteristics and promoting equality of opportunity for all members of the School community.

It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Our approach to equality is based on the following key principles:

- All learners are of equal value.
- We recognise, respect and value difference and understand that diversity is a strength.
- We foster positive attitudes and relationships.
- We foster a shared sense of cohesion and belonging.
- We have the highest expectations of all our children.

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social, and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHEE and RSE across the curriculum. We use materials and resources that reflect the diversity of the school, population, and local community in terms of race, gender, sexuality, gender identity and disability, avoiding stereotyping. We promote the whole school ethos and core values.

### **11) Dissemination, Monitoring and Evaluation**

The Director of Academic Provision is responsible for the dissemination of the RSE policy. He/she will also monitor the implementation of this policy.

Indicators of success of this policy are:

- Feedback from pupils about the effectiveness and usefulness of RSE in lessons using evaluation forms and pupil focus groups.
- Feedback and evaluation from staff delivering RSE in PSHEE and other subjects mentioned.

## **Appendix 1: Parent Form: withdrawal from Sex Education**

<b>TO BE COMPLETED BY PARENTS</b>			
Pupil's name		Form	
Parent's name		Date	
Reason for withdrawing from Sex Education outside of the National Curriculum			
Any other information for the School to consider			
Parent signature			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	
Staff name and signature	