



## **LEICESTER GRAMMAR SCHOOL TRUST**

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## **RELATIONSHIPS AND SEX EDUCATION POLICY AND PROCEDURES**

*This is one of the policies concerned with the curriculum. It should be read in conjunction with the safeguarding policy, pastoral care policy, curriculum policy, equal opportunities policy and the Religious Studies scheme of work.*

### **INTRODUCTION**

This policy has been written to meet requirements set out in the Revised Department for Education Statutory Guidance on Relationships Education (Primary), Relationships and Sex Education (Secondary) and Health Education which states that from September 2020 all schools must deliver Relationships Education (Primary) and Relationships and Sex Education (Secondary). It is a subset of the curriculum policy and is an integral part of the schemes of work for Science and Life Education.

### **Definition of Relationships and Sex Education (RSE)**

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

### **RSE is an entitlement for all children and young people and must:**

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

### **Parents' right to withdraw their child**

At secondary school level parents will be able to withdraw their child from Sex Education (other than the Sex Education which sits in the curriculum as part of science).

- However, a child will also have a right to opt into Sex Education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against their parents' wishes.
- Before granting such a request, either the Head of Life Education or the Director of Well-being and Co-curriculum will speak with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- The school will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive Sex Education, the school will make provision.
- If a pupil is withdrawn from Sex Education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
- The school will keep a record of all such decisions.

Relationships and Sex Education in this school has three main elements:

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;

- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception (including repercussions and prevention of STIs) 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;
- the understanding and tolerance of different sexualities.

### **Aims**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- develop understanding and tolerance of different types of relationships, including sexual relationships.
- to understand that there are different types of committed, stable relationships.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- understand that specifically sexually explicit material often 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.
- know how the law applies to sexual relationships.

## **Inclusion**

### *Ethnic, Cultural and Faith Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex Education is relevant to them.

## **Right of Withdrawal of Students from Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Sex Education programme except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses whilst they consider a request to withdraw their child from sex education.

## **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headmaster of any disclosure which is not a Child Protection issue and does not endanger the child or others unless the Headmaster has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary, to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.

The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's confidentiality policy.

## **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Life Education Co-ordinator to oversee and organise the monitoring and evaluation of the Life Education Programme, in the context of the overall school plans for monitoring the quality of teaching and learning. The Director of

Wellbeing and Co-curriculum has the responsibility to ensure that the programme delivered to pupils meets the requirements of this policy

The Safeguarding Trustee is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

## **Review of Policy**

The Relationships and Sex Education Policy will be reviewed annually by the Director of Well-being and Co-curriculum and Trustees. Any change in government policy will also be considered during these reviews.

## **Life Education Scheme of Work including RSE Content**

RSE topics are delivered to all pupils from Years 7 to 13. Some aspects will be covered in Biology and RS lessons whilst others will be delivered through the Life Education programme which is summarised below

The Life Education programme will be delivered by a team of teachers on a carousel basis. Occasionally, a visiting specialist may be invited. Information on when specific topics are delivered can be obtained from the Head of Life Education – Mr Esmail.

**Prep** All of the issues below are covered, to differing degrees, within the Prep curriculum. Some are covered explicitly in Tutorial time, e.g., and others are implicit in subject areas, e.g. Religious Studies/English.

- Hygiene and Puberty
- Criminal responsibility and e-safety (including a visit to Warning Zone)
- Self-esteem
- Choices and decision making
- Fundamental British Values
- Rights and Responsibilities
- Relationships – family, friends, marriage
- Stereotypes
- Debating topical issues
- Recognising and seeking help/responding to different behaviours e.g. racism, teasing bullying
- Managing conflict
- Spiritual Moral Social and Cultural issues

## **Year 7**

- Preparedness for School
- Information Skills (Library)
- Safety (Internet/Fire/First Aid)
- How to treat others and Bullying
- Healthy Lifestyles
- Body Image and Self Esteem
- Personal Hygiene and Sun Safety
- Making a Positive Contribution
- Skills and Hobbies
- Revision, Exam Techniques and Managing Stress
- Puberty
- Mental Health and Well-Being

## **Year 8**

- Relationships (different types of relationships including sexual identity and sexual orientation, positive and negative indicators within a relationship, marriage, forced marriage, civil partnership, co-habiting and legal status), Divorce and Breakdown
- Successful Parenting
- Internet Safety
- Aspirations
- Emotional Health and Eating Disorders
- Alcohol, Smoking and Cancer
- Study Skills
- Equal Opportunities/Rights and Responsibilities
- Grief and Bereavement
- Homelessness

(In Biology lessons pupils study animal reproduction – organs, sexual intercourse, fertilisation, pregnancy)

## **Year 9**

- Sexual Relationships, Exploitation. Contraception and STIs.
- Domestic Violence, FGM,
- Options and Choices
- Black Lives Matter, Gangs and Extremism & Communities
- Mindfulness course

## **Year 10**

- Drugs
- Cancer and Well-Being
- Consent, Rape and the Consequences
- 16+ Decisions
- Fertility, Pregnancy Issues and Abortion
- Mental Health, Anger Management, Eating Disorders
- Looking After Others (Babysitting)

## **Year 11**

- Post 16 Decisions
- Exam Preparation
- LGBT+
- Business Money Management
- Driving
- Climate Change
- Ethics
- Responsibility

(In Biology pupils revisit the human reproductions topic focusing on the menstrual cycle, pregnancy and hormones)

## **Year 12**

The Year 12 curriculum does not include a specific Life Education lesson; however, throughout the year visiting speakers address a range of topics.

**Year 13**

- Grown Up Money Management
- Preparing for University
- Future Careers
- Consumer Rights
- Mental Health Issues
- Current Affairs