



Torquay Girls' Grammar School

Relationships and Sex Education Policy

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1. Statement of Intent

At Torquay Girls' Grammar School, we understand the importance of educating students about their health, relationships and sex, to enable them to make responsible and well-informed decisions in their lives. At a time when the safety and images of women are often negatively portrayed in the media, the teaching of Relationships and Sex Education (RSE) and health education becomes even more important. Our RSE programme is designed to help to prepare students for the opportunities, responsibilities, experiences and sometimes challenges of adult life. It allows us to promote the mental and physical development of students at school and in the wider society as well as giving them an understanding of the more spiritual, moral, social, cultural outlook of the diverse world in which we live.

2. Aims

This policy outlines the aims of our RSE programme at TGGS and was produced after consultation with staff, governors, parents and students. It is our aim to provide our students with the knowledge, skills and confidence to make safe, healthy and informed choices and give our young people the essential skills to build positive, enjoyable, respectful relationships and help them stay safe both on and offline. Our programme will build on and

complement our 10 Habits programme, helping students understand how the choices they make do not only impact on them but also on the wider world around them. Our programme will:

- Be age appropriate and differentiated to the needs of all students
- Present information in an objective, balanced and sensitive manner
- Provide students with a safe environment to learn about sensitive topics and give them the space and confidence to ask questions to better their understanding
- Prepare students for the journey from adolescence to adulthood
- Be fully inclusive of all genders
- Reinforce the importance of loving relationships, rooted in mutual respect
- Make students aware of how and where to seek help if they are in need of support
- Inform students about online safety and the risks of using social media and the internet

3. Legal Framework

Revised Department of Education statutory guidance states that from September 2020 all secondary schools must deliver Relationships and Sex Education (RSE) and Health Education. Please click on the link below to view the government's guidance on Relationships and sex education (RSE) and health education This contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)

This policy has been written with due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- School Bullying and Behaviour Policies
- School Equality and Diversity Policy
- School SVSH Policy
- School Safeguarding Policy
- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE / DH 'SEND Code of Practice: 0-25 years'

4. Key Roles & Responsibilities

The Governing Board, Headteacher and LA are obliged to ensure that RSE is delivered so that pupils will be encouraged to be guided by moral principles and recognise the value of family life.

The Governing Board has specific responsibility for drawing up a written policy for the provision of sex education and ensuring that it is monitored and reviewed regularly. It is our intention to review our policy annually, through the use of student voice and parental surveys.

The RSE Lead has overall responsibility for the organisation and management of the programme for all Key Stages. The RSE Lead has responsibility to plan the curriculum and lessons and ensure that these lessons are delivered to a high standard to ensure student progress and understanding.

Health Professionals and external providers who are involved in delivering programmes are expected to work within the school's RSE policy, however, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). Visiting speakers should complement but never substitute or replace planned provision.

5. Working with parents/carers

At TGGS we know that the successful teaching of RSE involves home and school working together. We also know that home plays an important role in the RSE of children through discussion about topics that have taken place in school. We want our parents/carers to be aware of both the content and the chronology of the provision of PSHE at TGGS. We will use the following methods to keep them informed: sharing copies of the policy on the school website and through emails or letters home giving information about what topics will be delivered at the start of each academic year. If any parent has concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will arrange a designated time for them to come into the school to discuss these concerns face to face.

6. Parents' right to withdraw

As outlined within the Statutory Guidance, parents do not have a right to withdraw their child from Relationships Education or from any sex education delivered as part of the Science curriculum. Nor do parents have the right to withdraw their child from Health Education. However, parents have the right to request their child be withdrawn from all or

part of sex education lessons that are delivered as part of RSE. Although parents have the right to request to withdraw their child from any or all of sex education part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the RSE Lead to discuss their concerns. The RSE Lead will discuss the request with the parent to fully understand and address any concerns or objections to the content of the curriculum. If parents do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

7. Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. Questions are a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, staff will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

8. Safeguarding

Given the sensitive nature of RSE it is possible that a student may come forward and either ask more questions or disclose information that the teacher will need to pass on to the

Designated Safeguarding Lead or her deputy as per the procedures in the school's 'Child Protection Policy'. Staff are not able to offer pupils total confidentiality in this respect and teachers will advise students that they may have to pass on information that they are given.

9. How do we deliver our relationships and sex education?

Our programme is designed to promote lifelong learning about physical, moral and emotional development. It is about understanding the importance of healthy, respectful and loving relationships for modern life; both within and outside of marriage. It is also about the teaching of sex, sexuality and sexual health. RSE aims to help pupils understand a range of views and beliefs about sex and relationships in today's society, including the sometimes mixed messages surrounding gender, sex and sexuality. Our programme promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Furthermore, evidence shows that effective RSE plays a role in reducing the instances of unprotected or unwanted sex and reducing harmful behaviours, including sexual harassment and sexual violence.

RSE is delivered at TGGS by teaching staff, health professionals and by external parties. At KS3 there are 12 sessions over the academic year on a rotational basis with other subjects. At KS4 it is delivered through bespoke timetabled lessons and drop- down days. At KS5, it is delivered through our tutorial programme in years 12 and year 13. Some topics are covered by other subjects, such as PE, Food & Nutrition, Science and Religion, Philosophy & Ethics.

10. Quality Assurance

We will regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil needs. We will do this through a variety of methods, including but not limited to lesson observations, checking workbooks and student voice.

All staff who have responsibility for delivering RSE will meet on a regular basis to ensure they are up to date with the RSE policy and curriculum requirements regarding RSE. In addition to this, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

11. Statutory Content within RSE

RSE is broken into two strands; Health and Relationships & Sex Education. By the end of secondary school, students should know the following:

Health

Topic	What students should know
Mental Wellbeing	<ul style="list-style-type: none"> How to talk about their emotions accurately and sensitively, using appropriate vocabulary How to recognise the early signs of mental wellbeing concerns Common types of mental ill health (e.g. anxiety and depression) How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	<ul style="list-style-type: none"> The similarities and differences between the online world and the physical world the impact of unhealthy or obsessive comparison with others online the risks related to online gambling including the accumulation of debt How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	<ul style="list-style-type: none"> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress the characteristics and evidence of what constitutes a healthy lifestyle as about the science relating to blood, organ and stem cell donation
Healthy eating	<ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks the law relating to the supply and possession of illegal substances the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency the facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so

Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing • the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination • the importance of good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	<ul style="list-style-type: none"> • Basic treatment for common injuries, including CPR • The purpose of defibrillators and when one might be needed
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health

Relationships & Sex Education

Topic	What students should know
Families	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children • what marriage is, including its legal status. e.g., that marriage carries legal rights and protections not available to couples who are cohabiting • why marriage is an important relationship choice for many couples and why it must be freely entered into • the characteristics and legal status of other types of long-term relationships • the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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

	<p>respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable • 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
Online and media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • 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 • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

	<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • 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) • 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 • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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12. Summary of taught content

Year 7	<ul style="list-style-type: none"> • Changing bodies; puberty, menstruation, coping with the physical and emotional changes • Personal Hygiene • Mental health; looking at misconceptions, developing resilience • Importance of sleep • How the media can affect body image • Personal Safety • Basic First Aid • How our actions can affect others
Year 8	<ul style="list-style-type: none"> • Diversity, including friendships, different types of relationships, LGBTQ+ • How to manage peer pressure • How to manage conflict • Online risks, including the sharing of images and the law • The influence of the media on attitudes to sex, including pornography • Developing digital resilience
Year 9	<ul style="list-style-type: none"> • Challenges around food • The dangers of drugs, alcohol and smoking, including vaping • The features of healthy and unhealthy relationships • FGM & Honour based violence • Understanding what consent is (including but not limited to sexual) and knowing how and when consent can be withdrawn

	<ul style="list-style-type: none"> • The advantages and disadvantages of different types of contraceptives • The dangers of unprotected sex (STIs)
Year 10	<ul style="list-style-type: none"> • How our online information is collected and the dangers of sharing images/extreme opinions online • The influence of social media on body image and self-esteem, consequences of online trolling • Consequences of sexual activity including unplanned pregnancy and options available • First Aid • Characteristics of mental and emotion health and how to create strategies to maintain good mental health • Consequences of substance abuse • Understanding the impact of debt and how to manage money effectively • To understand what sexual harassment is and how to report it
Year 11	<ul style="list-style-type: none"> • Physical health, including how sleep and exercise can improve our overall well-being • Understand the importance of a healthy, balanced diet • Understand the importance of regular self-screening and how to access NHS services • Developing a mental health toolkit for life • Self-defence (external provider)
Year 12 & 13	<ul style="list-style-type: none"> • Learn to Live programme • Developing Resilience • Prevent • Being confident about how to self-examine our bodies • Understanding the dangers of drugs and alcohol • Sexual Health – the different contraception options available and what STIs are • Understanding and dealing with unhealthy relationships • How to stay safe online • Understanding student finance and how to budget effectively

Parent Form - Withdrawal from Sex Education within RSE

Name of child		Tutor Group	
Name of parent/carers		Date	
Reason for request to withdraw from Sex Education within PSHE/RSE			
Parent signature			
Agreed actions from discussion with parent			