



STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

RSE Policy

Disclosable under Freedom of Information Act 2000	Yes
To be published on website	Yes
Policy ownership	
Governor committee:	Progress & Well-being
Department responsible:	Senior Leadership Team
Post-holder: (title and name)	Bryony Jones, Head of PSHE
Linked procedures	PSHE & SMSC Policies
Responsible person	Gurd Ubhie
Implementation date	March 2023
Planned review interval	Every three years
Planned next review date:	March 2026

Introduction

Today's children and young people grow up in an increasingly complex world both online and offline. This presents many opportunities, but also challenges and risks. In this environment they must learn to be safe and healthy, and how to manage their academic, personal and social lives in a positive way both online and offline.

At Stratford Girls' Grammar School we recognise that RSE is learning about physical, moral and emotional development. It is about the importance of stable and loving relationships and about respect, love and care. RSE provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour, including online behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility.

From the academic year 2020/21, under The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017:

- It is compulsory for all secondary schools to provide Relationships and sex education (RSE).
- It is compulsory for all schools, including academies and free schools, but not independent schools, to provide Health Education. However, personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

Health Education is not covered within this policy because it is covered elsewhere in the school's curriculum and policies.

Parents/ carers of students at Stratford Girls' Grammar School may request to withdraw their children from all or part of any sex education delivered as part of statutory RSE, but only after discussion with the Headteacher, who will respect the parents/ carers' wishes if they continue to hold that view after discussion.

However, parents/ carers do not have the right to withdraw their children from the biological aspects of human growth and reproduction necessary under national curriculum science.

From Year 11, if the student wishes to receive sex education, then the school will make arrangements to provide it within the next three terms and the parents/ carers have no right to appeal against that decision.

This policy is available on the school's website and has been developed after consultation with parents/ carers and, while the school chooses how to deliver the subject, guidance offered by the Department for Education (DFE) has been taken into account.

When planning the teaching of RSE the school has taken into account the religious background of all students and reflects what the law allows and does not allow.

The school is mindful to make reasonable adjustments to alleviate disadvantage or vulnerability of any of our students under the SEND code of practice when planning RSE lessons. Also, teachers try hard not to discriminate against any students because of any 'protected characteristics' under the Equality Act 2010 (i.e. age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation).

The policy will be promoted and implemented throughout the school. RSE is carried out principally within the personal, social and health education (PSHE) programme.

Aims and Objectives

The objective of RSE at Stratford Girls' Grammar School is to develop further the relationships education our students have received in primary school and give them the information they need to help them develop healthy, nurturing relationships of all kinds, including what makes a good friend, a good colleague and a successful marriage, partnership or other type of committed relationship. The aim is also to cover intimate relationships (including the use of contraception) and developing such relationships while resisting coercion to have sex. It will teach what is acceptable and what is unacceptable behaviour in relationships. It will aim to explain how to identify when relationships are not right and understand how to deal with such situations and encourage students to enjoy the positive effects that good relationships have on their mental wellbeing.

Governors

The governing body will ensure that:

- This policy is available on the school's website.
- Information is provided for parents/ carers on the subject content and what rights they may have to request that their child is withdrawn from sex education lessons.
- RSE as taught at Stratford Girls' Grammar school fulfils its legal obligations and timetabled commitments.
- RSE is adequately resourced, well led and effectively managed, providing well planned lessons from teachers who keep up-to-date with pedagogy and technology to support the subject.
- RSE is delivered in a way to be accessible for all students with SEND so that all students can make progress in achieving expected educational outcomes.

School

The school will:

- Ensure a smooth transition between primary and secondary school. PSHE is taught in House classes in Year 7 with the involvement of Heads of House to facilitate this transition. Year 7 students are also allocated a buddy to support their transition.
- Be aware of the Equality Act 2010, and be mindful not to discriminate against any students because of any 'protected characteristics' (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) when planning for RSE.
- Be aware of and make reasonable adjustments to alleviate disadvantage or vulnerability under the SEND code of practice when planning for RSE.
- Set out the subject content, ensuring that it is always age-appropriate.
- Advise on how RSE is taught, eg lesson planning for differentiation, and who is responsible for teaching it.
- Ensure that RSE will link with, but not duplicate, other aspects of the PSHE curriculum eg drug education and student substance abuse, or areas of the wider curriculum, eg science, ICT and RE. and will be set in the context of the school's general ethos (social, moral, spiritual and cultural) and promote the wellbeing of the students in general.
- Discuss with any visiting agencies, before the session takes place, the details of all aspects, including resources, of what will be covered in any session that they are being invited to provide, as well as confidentiality and reporting any safeguarding issues.
- Be aware of how any safeguarding issue in the context of RSE will be dealt with at the school.

External agencies

Stratford Girls' Grammar School uses external visitors to deliver certain topics within RSE because they can enhance delivery of the subject and bring specialist knowledge and different ways of engaging with young people. The school checks in advance:

- That the teaching delivered by visitors fits with the planned programme for teaching RSE.
- The details of what will be covered by the visitor, the materials that the visitor will use in the sessions, a session plan, and how the session will be delivered to ensure age appropriateness for our students and inclusivity.
- They are fully aware of the relevant provisions of The Equality Act 2010.
- That the lead teacher will also discuss with the visitor aspects of confidentiality and reporting any safeguarding issues.

Parents/ carers

- Stratford Girls' Grammar School works closely with parents/ carers when planning and delivering RSE because parents/ carers are the first educators of their children and have the most important influence as their children grow, mature and form relationships. Parents/ carers are made aware of what will be taught and when.
- Opportunities for parents/ carers to understand and ask questions about the school's approach help increase confidence in the curriculum. The school invites parents/ carers to share their views at key points in the academic year through informal discussions and surveys. The School will address any concerns and help support parents in managing conversations with their children on these issues. The relevant provisions of the Equality Act 2010 will be explained to parents. Resources used in the teaching of RSE will be available for parents to view and a survey is taken after the session to assist in monitoring and evaluation of the subject
- Parents/ carers of students at Stratford Girls' Grammar School may request to withdraw their children from all or part of any sex education delivered as part of statutory RSE, but only after discussion with the Headteacher. However, parents/ carers do not have the right to withdraw their children from relationships education, health education or the biological aspects of human growth and reproduction necessary under national curriculum science. If, after turning 15 years of age, the student wishes to receive sex education, then the school will make arrangements to provide it within the next three terms and the parents/ carers have no right to appeal against that decision.

Topics to be covered

RSE at Stratford Girls' Grammar School builds on the foundations of relationships education our students will have received at their primary schools and on the age-appropriate sex education that they may have already received.

The religious background of all students will be taken into account when planning teaching, so that those sensitive topics that need to be taught are appropriately handled. At times we may choose to cover different faith perspectives on the issues covered in these subjects.

Teaching will explain relevant legal provisions as topics are covered so that students clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Throughout the school the following topics are covered in an age-appropriate way.

Families

Students learn about:

- Different types of committed, stable relationships and how these relationships contribute to happiness; their importance in bringing up children.
- What marriage is, its legal status, what rights and protections it offers and how the legal rights and protections differ between marriage and other types of long-term partnerships; why marriage should be entered into willingly.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- How to determine whether people or sources of information are trustworthy, judge when any relationship is unsafe (and recognise this in others' relationships), how to seek help or advice, including reporting concerns when necessary

Respectful relationships and friendships

Students learn about:

Characteristics of healthy relationships and friendship (including online, sexual and non-sexual relationships):

- Trust, honesty, respect, kindness, generosity.
- Respect of privacy, boundaries and consent or the lack of it.
- Management of conflict, reconciliation and the ending of relationships of all types.
- Practical steps to improve or support respectful relationships.
- Expecting to be treated with respect by others, in school and in wider society, 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.

Characteristics of unhealthy relationships and friendships:

- How to distinguish whether other children or adults are trustworthy or even safe to be with.
- To recognise unhealthy types of behaviour within relationships of their own or in others, eg criminal behaviour, violent behaviour, coercive behaviour, sexual harassment or sexual violence, and why these are always unacceptable.
- How to seek advice and report concerns where necessary.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).
- How to seek advice and report concerns where necessary
- The legal rights and responsibilities regarding equality, particularly with regard to protected characteristics under the Equality Act 2010.

Online and media safety and harm

Students are taught:

- That their rights, responsibilities and opportunities online do not differ from those experienced elsewhere and the same expectations of good behaviour apply and are expected.
- How information and data is generated, collected, shared and used online.
- Not to provide material to others that they would not want to be shared further, because sharing material online can be fraught with risk and may be extremely difficult to remove

from being online once shared further, thereby causing much distress. Similarly, not to share personal material which is sent to them.

- The impact of viewing harmful content online:
- That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviour, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That viewing and sharing indecent images of children, including those viewed and shared by children, is a serious criminal offence carrying severe penalties.

Being safe

Students are taught:

- The subjects and laws that relate to the age of sexual consent, consent beyond the age of consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse.
- How to communicate and recognise consent from others, including in a sexual context. They also learn how and when such consent can be withdrawn.
- The subjects and laws that relate to forced marriage, honour-based violence and female genital mutilation.
- How people can be physically and emotionally affected by such practices and how to access support.

Forced marriages, honour-based violence and female genital mutilation

Students are taught:

- The subjects and laws that relate to forced marriage, honour-based violence and female genital mutilation.
- About how people can be physically and emotionally affected by such practices and how to access support.

Intimate and sexual relationships, sexual health

Students are taught:

- The nature of healthy one-to-one positive intimate relationships (mutual respect, loyalty, consent, trust, shared interests and outlook, sex and friendship).
- That choices made in relationships and friendships can affect health (physical, emotional, mental well-being, sexual and reproductive) in both a positive and a negative manner.
- That there is a range of strategies to identify and manage sexual pressure, including peer pressure; how to resist pressure and how not to pressure others That they have a choice to delay sex or enjoy intimacy without sex.
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- The facts about reproductive health, including fertility and the potential impact of lifestyle choices on fertility in men and women and the menopause.
- How the effects of alcohol and drugs can lead to risky sexual behaviour.
- The range of methods of contraception and their efficacies.
- The facts about pregnancy and miscarriage.
- The facts about abortion, adoption or keeping a baby, with guidance in obtaining further help.

- The facts about sexually transmitted infections (STI) and HIV/AIDS; their prevalence; how they are transmitted; methods of treatment and prevention via safer sex; their potential impact on health.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Other topics

For health-related topics in RSE, principally on health education, see aspects of the following school policies:

- Behaviour policy.
- Drugs policy.
- Well-being policy.
- First Aid Policy.