

Relationships and Sex Education Policy

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Policy Owner: Deputy Headteacher Pastoral

Governing Body Responsibility: Welfare Committee

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Kesteven and Grantham Girls' School

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1. Principles

- I. Relationship and Sex Education (RSE) is a major component of the school's comprehensive programme of Personal, Social, Health and Economic Education (PSHE).
- II. In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made – human sexuality is no exception.
- III. It is vital that students receive effective RSE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation that may affect relationships with others, both now and in the future.
- IV. The importance of sexual relationships in all our lives is such that RSE has a crucial role to play in preparing students for their lives now and in the future as adults and parents. In RSE, learning information about the physical aspects of sex must be complemented by learning about family life, relationships and the exercise of personal responsibility towards other individuals and the broader community.
- V. In drawing up the school's policy, due regard has been given to:
 - consultation with teachers, the school counsellor and others in the local community and new DfE Relationship Education requirements
 - national, local and school-based problems and issues;
 - the issues of content, organisation, methodology, resources, outside speakers, and the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
 - encouraging students to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity and respect, and to behave responsibly in sexual matters.

2. Definition of Relationship and Sex Education

RSE is a term which refers to the physical, emotional, intellectual, spiritual, moral, social and cultural aspects of a student's development, taking into account personal relationships, culture, beliefs and value systems, responsible attitudes and appropriate behaviour. The process of RSE is a combination of the sharing of information and exploration of issues and attitudes.

3. Aims

The overall aim of the programme is to support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. All students have the right to experience a programme of relationship, sex education and personal development at a level that is commensurate with their age and physical development that will prepare them for adult life.

- The school recognises that RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).
- The school believes that effective RSE can make a significant contribution to the personal development needed by students in order to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.
- The school will seek student feedback regarding their views of their Relationship and Sex Education and contact parents/carers via letter at the beginning of the academic year to inform them of the nature of the lessons. At this point, parents/ carers have the opportunity to withdraw their daughter from the sex education aspect of the RSE lessons.
- The school will regularly review the schemes of work relating to RSE to ensure the content and style of delivery is appropriate for the students involved.
- The school aims to promote self-esteem, self-confidence, informed decision making and development of positive values through RSE education.
- Where appropriate, external agencies will be invited to contribute to the RSE programme.

4. Objectives:

- To discover what students know, understand, think and feel about their sexuality and to identify their needs.
- To create a progressive and differentiated curriculum which is sensitive to groups and individuals.
- To promote the ethos of caring and loving relationships which value and respect self and others.
- To promote an understanding of the responsibilities and consequences of one's actions in relation to sexual activity and parenthood.
- To enable students to accept variations in rates of growth and development - physical, emotional and social.
- To enable students to understand the arguments for delaying sexual activity and the reasons for having protected sex.
- To enable students to develop skills in handling personal relationships such as communication, assertiveness and responsibilities, to minimise risk-taking behaviour.
- To enable students to develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- To avoid students being exploited or exploiting others, particularly social media.

- To enable students to be informed in order to challenge sexism and prejudice in society in relation to gender, race, disability or sexual orientation, and to promote equal opportunities.
- To be aware of the sources of help and to acquire the skills and confidence to use them.
- To ensure students understand how the law applies to sexual relationships.

5. Curriculum

- All students follow the PSHE Key Stage 3 Schemes of Work; all students follow the Personal Development/Student support Programme at Key Stage 4 and Key Stage 5.
- PSHE Schemes of Work follow a similar thread and build upon one another throughout the student's time at KGGS. For the RSE topics, this includes puberty and adolescence, respectful relationships, appropriateness of actions, sexually transmitted infections, contraception, sources of confidential support or advice, abortion, values, beliefs and morality, government legislation, parenthood, biological reproduction, homosexual relationships, transgender issues, dealing with pressure, and issues around explicit media relating to healthy relationships.
- The social, moral, spiritual and cultural implications of different decisions in relationships are considered across all year groups through the curriculum and one off events such as assemblies and visiting speakers.
- PSHE curriculum will promote marriage as being the ideal stable relationship to be in when starting a family, while recognising that this is not always possible.

6. Values and Attitudes

As well as developing knowledge and understanding, students will be encouraged to consider the importance of the following values which are derived from the school ethos:

- respect, love, care and valuing of themselves and others;
- understanding and sensitivity towards the needs and views of others;
- exploring, considering and understanding moral dilemmas;
- responsibility to their family, the school, and the wider community;
- consequences of actions and implications of different choices.

7. Skills and Abilities

Students will be helped to develop the following skills:

- communication, including how to manage changing relationships and emotions;
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;

- informed decision-making;
- self-respect and empathy with others;
- recognising and using opportunities to develop a healthy lifestyle;
- managing conflict;
- discussion and group work.

8. Expectations

I. Staff are expected to:

- create a positive and secure learning environment where sharing attitudes and values and asking questions is encouraged;
- ensure the outcomes and objectives of the schemes of work are covered at the appropriate time;
- refer any safeguarding issues arising to the designated safeguarding lead.
- withdraw from the sex education part of the lessons any students whose parents/carers have requested the school to do so.

II. Students are expected to:

- follow the expectations for behaviour and value the contributions of others.
- exercise maturity in undertaking all lesson activities during RSE lessons.

III. The Head of Year is expected to:

- write to parents/carers at the beginning of the academic year to inform them of the topics being taught in the Guidance lessons with the option of withdrawing their daughter from PSHE RSE lessons if preferred;
- provide students with sources of confidential support or advice when requested and possibly allow a student to visit a sexual health clinic during school hours if there is an urgent need;
- support subject teaching staff in delivering a sensitive topic;
- monitor and evaluate RSE, ensuring the scheme of work responds to the needs of our students.

IV. Parents/carers are expected to:

- read the correspondence from the Head of Year and contact the school if they would like any additional information.

9. Specific Issues

- I. The following may occur as part of education and staff, parents/carers, visitors and students need to understand the school's procedures.

- II. Confidentiality and advice –

Students will be made aware that some information cannot be held confidential, and will be made to understand that if certain disclosures are made certain actions will ensue. At the same time, students will be reassured that their best interests will be maintained and they will be offered sensitive and appropriate support. The following procedures must be adhered to by all staff or associated adults:

- i) Disclosure or suspicion of possible abuse –

The school's safeguarding procedure will be invoked (see Safeguarding Policy) and the teacher must speak to the designated safeguarding lead as soon as possible.

- ii) Disclosure of pregnancy or advice on contraception –

Students who are in difficulty must be directed to their Head of Year or another member of the Pastoral staff and assured that they will be supported. These nominated members of staff have access to the appropriate outside agencies. Contraceptive advice may not be given to individual students by staff; however, students can be directed to appropriate outside agencies. The school will always strongly encourage the students to talk to their parent/carer regarding pregnancy or contraception.

- III. Facts

As part of the RSE programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts will be presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the framework set out. They will be made aware of the difference between fact, opinion and religious belief.

10. Parental Partnership

Information on the content of the programme and examples of resources are available for parents/carers to view on request. Under the Education Act parents/carers have the right to withdraw their children from all or part of the RSE programme, except for parts included in the statutory DfE guidance. Parents/carers wishing to exercise that right are asked to put this request in writing to the Headteacher. The school will contact parents/carers to resolve any misunderstandings. Once a child has been withdrawn they cannot later take part without parental approval.

11. Complaints Procedure

Any complaints about the RSE curriculum should be made to the Headteacher, who will report to the governors via the Welfare committee.

12. Monitoring

- The Head of Year and SLT link will monitor and evaluate RSE and consult the appropriate stakeholders to inform the schemes of work.
- The Head of Year and SLT link will monitor PSHE lessons annually and as part of subject reviews.
- The policy is available to parent/carers on application to the school.
- The link governor for Safeguarding will monitor the RSE policy.

13. Other Policies and Documents with relevance to RSE are:

- Student Behaviour and Discipline Policy
- Personal, Social Health and Economic Education Policy
- Child Protection and Safeguarding Policy
- Drugs Education Policy
- Curriculum Policy

References:

Relationships Education, relationships and sex education (RSE) and Health Education DFE
July 2020

Keeping Children Safe in Education September 2020

The Equality Act 2010

14. Configuration History

Version:	Date:	Author	Contributors
1.0	May 2008	Assistant Headteachers (Pastoral)	
1.1	March 2010	Jane Evans	
1.2	June 2010	Assistant Headteachers (Pastoral)	
1.3	June 2011	Assistant Headteachers (Pastoral)	
1.4	July 2013	Assistant Headteacher (Pastoral)	
1.5	July 2015	Deputy Headteacher (Pastoral)	
2.0	June 2017	Deputy Headteacher	
3.0	June 2019	Deputy Headteacher	Mrs T Doig, Assistant Headteacher
3.1	June 2021	Deputy Headteacher	Mrs S Macpherson, Assistant Headteacher

Audit trail of change

Version	Date	Reason for Change
1.0	May 2008	Policy Review
1.1	March 2010	Policy re formatted
1.2	June 2010	Policy Review
1.3	June 2011	Policy Review
1.4	July 2013	Policy Review
1.5	July 2015	Policy Review
2.0	June 2017	Complete Re-write of Policy during Review Process
3.0	June 2019	Policy Review
3.1	June 2021	Policy Review

Authorisation

Name	Date	Signature
Mrs A Dorkes	June 2021	