



TORQUAY BOYS' GRAMMAR SCHOOL

RSE Policy

(Reviewed by Governors' Personnel Curriculum Committee: March 2021)

1. Aims

Relationship and Sex education (RSE) is essential in helping young people make responsible and well-informed decisions about their lives. Its objective is to help and support young people through their physical, emotional and moral development. It provides pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The aims of relationships and sex education (RSE) at our Torquay Boys' Grammar School are to:

- Offer students an age-appropriate and well taught RSE curriculum within a comprehensive PSHE curriculum.
- Teach students the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- Ensure that Relationships Education, RSE and Health Education is accessible for all students.
- Provide students with an excellent understanding, appropriate to their age and capability, of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.
- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene as part of Health Education
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- To equip students to take part in responsible choice making as adults leading to a successful and fulfilling life.

2. Statutory requirements

Revised Department of Education statutory guidance states that from September 2020 all secondary schools must deliver Relationships and Sex Education (RSE) and Health Education, in secondary schools. The document; '**Relationships Education**,

Relationships and Sex Education (RSE) and Health Education' 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. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. See appendix A for further information on curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

The RSE policy supports/complements the following policies:

- Safeguarding
- Behaviour
- Anti-Bullying

Documents that inform the school's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education-Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)
- SEND Code of Practice 2014

We have developed our PSHE curriculum to make sure that we meet these requirements and that this curriculum is suited to the needs of the young people in our community. We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities. (See Appendix 1)

3. Definition

We define Relationships and Sex Education (RSE) as the emotional, social and cultural development of students. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Within Sex Education we explore the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually

transmitted infections and sexual health. RSE involves a combination of sharing information, and exploring issues and values. It is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex.

We view the partnership of home and school as vital in providing the context for a consistent and informed approach.

4. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum and is an integral part of our whole school PSHE education provision. Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

Learning about relationships and sex education in PSHE enrichment days will link to and complement learning in Science and Philosophy and Applied Ethics. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively

that some children may have a different structure of support around them (for example: looked after children or young carers).

5. Roles and responsibilities

Co-ordinator: Head of PSHE supported by SMT, Pastoral Team including HoH and School Counsellor

Teachers: HoH, Science Department, Philosophy & Applied Ethics Department, external specialists

The impact and effectiveness of the programme will be reviewed by Student voice and staff at Torquay Boys' Grammar school in order to obtain quality assurance.

Teachers delivering RSE will be responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non -science components of RSE.

The RSE programme is supported by our Governors who will continue to help develop and review the RSE programme and policy.

5.1 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

6. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will consult with the designated safeguarding Lead and in his/her absence, another member of the Safeguarding team. Visitors/external agencies which support the delivery of RSE will be required to sign in, have a current DBS, will be supervised and report any disclosures to the DSL or PSHE Lead.

The following will apply:

- Visitors/external agencies which support the delivery of RSE will be supervised/supported by a member of staff.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

- The input of visitors is monitored and evaluated by staff and pupils. Visitors will agree how confidentiality works in any lesson and is aware of and understands how safeguarding reports should be dealt with in line with school policy

7. Engaging stakeholders

The policy will be available to parents through the school website. We are committed to working with parents and carers and actively seek developmental opportunities through regular consultation. We work closely with parents to ensure they are fully aware of the framework and content of RSE and we provide additional resources and support through the school website and newsletters. We will notify parents and carers when Relationships and Sex education will be taught on Enrichment Days by sending an email, or letter, to the parents and carers of all students concerned.

Governors will be informed of the RSE policy and curriculum via governor's meetings.

Students will be consulted regularly via student voice questionnaires, through the student council forum on curriculum matters and for feedback after each Enrichment day.

7.1 Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. We would hope to produce a course that will be suitable for all our students thereby avoiding the need for any child to be removed from a session. Sensitive issues may be covered and if parents are concerned they should contact the school for further details.

The following link outlines the government's guidelines for parents: [Understanding Relationships, Sex and Health education at your child's secondary school, a guide for parents.](#)

8. Training

The Head of PSHE will manage their own training needs and those of the team responsible for teaching RSE in consultation with the Senior Management Team.

9. Monitoring arrangements

Informal evaluation will be constant, in order to keep progress under review and to identify opportunities for improvement. There is ongoing assessment of students' knowledge and understanding.

Structured formal evaluation where appropriate may be used to support this process.

At the end of each module of relationships and sex education, the students may be asked to complete an evaluation sheet, the purpose of which is:

- to provide a means of assessing student learning in three domains: knowledge and understanding; attitudes, feelings and values; skills and interpersonal behaviour;
- to encourage students to identify how they could have been better prepared;
- to assess student interest and motivation;
- to inform the development of teaching programmes and activities.

Teachers may also wish to evaluate:

- management of activities and teaching processes;
- their degree of success in meeting desired objectives.

Information gained from these processes should form the basis of discussion about current practice between school staff, including management, and other interested parties to help to assess the strengths and weaknesses of existing provision and to help to identify targets for future development that would further good practice.

Appendix 1: By the end of secondary school students should know

TOPIC	PUPILS 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 their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • 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 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs • 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

TOPIC	PUPILS SHOULD KNOW
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 • 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

	Health and Wellbeing	Living in the wider world	Relationships and RSE
Year 7	PSHE Day 1: Risk to health, Child Sexual Exploitation (CSE), keeping themselves and others safe, mental health & wellbeing. (October) PSHE Day 2: Mental Health (Four Pillars) Eat, Sleep, Relax and Move, Role and Influence of Media, Resilience (February) SWAT Day: Environment (December)		
	Induction Day/Away Day - Transition to Secondary School. E-safety P&AE: How can I self manage? Mindfulness PE— First Aid/Healthy eating/Physical Health and Fitness/Person hygiene Safer Internet Day— cyber security Challenge Science— Changing adolescent body	P&AE Who am I? What do I think? Skills and aspirations Tolerance and British Values Careers Fair (Jan) Geography: Exploring Britain History: Diversity, tolerance and Equality. P&AE: What is Religion?	P&AE - What's the big idea? Who am I? What do I think? (Values, attitudes & beliefs) IT: Online safety and digital literacy Induction Day/Away Day - Positive Relationships Biology: Puberty/ Reproductive Health/ Pregnancy P&AE: Buckfast Abbey Trip — Team building
Year 8	PSHE Day 1: British Values (May) SWAT Day: Rebellion (May)		
	Biology: Healthy Diet Water safety and Drowning prevention PE— Changing adolescent body/ Physical Health and Fitness/ Healthy Eating/First Aid Science— Heathy eating ICT: Digital footprint, sexting, implications of social media. MATRIX Challenge	Geography: Finances, Rights and Responsibility's within the community P&AE: What is a Human? Chemistry: Earth Resources Careers Fair (Jan) Geography: Poverty & inequality	P&AE: What is a Human? How can we explain Evil? How can we respond to evil? (Human Relationships)

	Health and Wellbeing	Living in the wider world	Relationships and RSE
Year 9	<p>PSHE Day 1: Healthy Relationships, Consent, Sexting, CSE, Sexual Health, Diversity and LGBTQ+. (November)</p> <p>PSHE Day 2: British Values, Terrorism, The Vote, Parliament and the rule of law, Human Rights, Censorship & Freedom of Expression (May)</p> <p>PSHE Day 3: Finance, Budgeting and gambling (June)</p> <p>SWAT Day: Nuclear (June)</p>		
	<p>P&AE: <i>What do we know? Fake news/E-safety</i></p> <p>PE— Physical Health and Fitness/ Healthy Eating/First Aid</p> <p>Science - blood, organ and stem cell donation</p> <p>ICT: Staying safe online, Internet trolls and the law, MATRIX Challenge</p>	<p>P&AE: <i>What do we know?</i></p> <p><i>Introduction to Careers</i></p> <p><i>Careers Fair (Jan)</i></p> <p>P&AE: <i>Contemporary Moral Issues (FGM & Gender)</i> Christianity (GCSE)</p> <p><i>Democracy/The Vote</i></p> <p><i>GCSE Options process</i></p>	<p>P&AE: <i>How should we live? (FGM, Equality, Gender Issues and Arranged Marriage)</i></p>
Year 10	<p>PSHE Day 1: Alcohol, Drugs and Wellbeing (December)</p> <p>PSHE Day 2: Finance (June)</p>		

	<p>Biology: <i>The use and abuse of Drugs</i> (Drug development, Thalidomide, Statins, Recreational drugs, Alcohol, Cannabis and performance Enhancing drugs) Healthy lifestyles/eating/personal hygiene/immunisation and vaccinations</p> <p>ICT: MATRIX Challenge</p>	<p>Geography: <i>Changing Economic World</i></p> <p>History: <i>Understanding Racism and intolerance</i> (British Empire and Nazi Germany)</p> <p><i>Careers Fair (Jan)</i></p> <p>P&AE: <i>Islam and Christianity</i></p> <p><i>Multi-faith Panel Event</i></p>	<p>Biology: <i>Control in the Human Body (Homeostasis, Hormones, Menstrual cycle, contraception, STIs, IVF and Fertility Treatment)</i></p>
Year 11	<p><i>Revision Skills</i> to maximise potential; coping with <i>Stress</i></p> <p>P&AE: <i>Issue s of Human Rights</i></p> <p>ICT: <i>MATRIX Challenge</i></p> <p>Biology: blood, organ and stem cell donation</p>	<p>Meeting with the <i>Careers</i> advisor</p> <p>P&AE: <i>Issues of Good and Evil; Issues of Life and Death</i></p> <p><i>Careers Fair (Jan)</i></p>	<p>P&AE: <i>Issues of Relationships (Families, Gender Roles, marriage, cohabitation, divorce, arranged marriage, sexual relationships, contraception, LGBTQ+)</i></p>