



## Upton Court GRAMMAR SCHOOL

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### Statutory Requirements

The Education Act [1961] and the Language and Skills Act [2000] require that:-

All maintained secondary schools in England and Wales must provide a sex and relationship education (SRE) programme.

This Policy incorporates the following statutory guidance which provides the latest guidance on all aspects of Relationships and Sex Education:

- DfE 'Sex and Relationship Education Guidance' (2000)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance' (2019)

It has also been updated to reflect the Sex and Relationship Education in Schools briefing paper 2016. RSE will become statutory in all schools from September 2020.

As stated in the 'The Equality Act 2010', schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or sexual orientation. The law is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

**DFE, 'The Equality Act 2010 and Schools', 2014**

## UCGS Relationships and Sex Education Policy

### Definition:

According to DfE guidance, Relationships and Sex Education (RSE) is: 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

**DFE 'Sex and Relationships Guidance', 2000**

RSE (Relationships and Sex Education) is related to the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE also involves a combination of sharing information and exploring current issues and values.

### Values and Ethos:

At UCGS, we believe that Relationships and Sex Education covers more than the biological facts and information delivered through science and tries to help young people develop self-esteem, responsibility and the acquisition of understanding and attitudes which prepare students for developing positive, caring and healthy relationships. Appreciation of the value of self-respect, dignity, parental duty and healthy relationships should be encouraged, together with sensitivity towards the needs of others.

This policy is in line with UCGS' core values as RSE provides opportunities within a broad and balanced curriculum so that each child is happy, can achieve success and become well-rounded individuals. Alongside this, RSE also aims to develop individuals socially, emotionally, spiritually, physically and creatively. Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core ethos of 'Be Kind' by maintaining a positive attitude, respecting others at all times and displaying high levels of commitment. In addition, RSE equips students with essential skills and valuable understanding needed to effectively de-escalate and resolve conflicts; this coincides with our school's ethos of encouraging students' growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

At UCGS, we believe that RSE should go beyond National Curriculum science and seek to promote the spiritual, moral, cultural, mental and physical development of students, as well as preparing students for the opportunities, responsibilities and experiences of adult life.

Effective RSE is essential if young people are to make responsible and informed decisions about their lives. Young people need help and support through their physical, emotional and moral development. RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others and move with confidence from childhood through adolescence into adulthood. RSE builds on knowledge and skills that are particularly important today because of the many different and conflicting pressures on young people.

Young people, whatever their developing sexuality, need to feel that RSE is relevant to them and sensitive to their needs. We aim to deal honestly and sensitively with knowledge, questions and matters arising, relating to sexual orientation and to offer support in school and through relevant channels. This includes signposting and guiding students to additional information, sources of support and services available.

There are strongly held views and religious beliefs about abortion and some schools will apply a particular religious ethos through their RSE policy to the issue but we will enable students to consider the moral and personal dilemmas involved in order to make informed choices for themselves. The religious convictions of students and their parents will be respected.

## UCGS Relationships and Sex Education Policy

### Aims and Objectives:

The aims of having a RSE policy are to clarify the provision of Relationships and Sex Education to all students and the teaching of human growth and reproduction, as set out in the national curriculum, and to promote healthy and positive relationships (DfE).

Our target is that students will achieve a clear understanding of the arguments for delaying sexual activity and resisting pressure. We aim to link RSE with issues of peer pressure and other risk-taking behavior, such as drugs, smoking and alcohol, and to ensure that our students understand how the law applies to sexual relationships.

Although we are an academy, we aim to provide the same quality RSE as in maintained schools.

The aims of RSE at UCGS are to ensure students gain valuable information on:-

- The different types of relationships including friendships, family relationships, intimate relationships and dealing with strangers
- The risks involved in sexual activity
- Knowledge about safer sex and sexual health to ensure that students are equipped to make safe, informed and healthy choices as they progress through adult life
- Providing accurate information about, and increase the understanding of sex-related issues.
- Exploring a range of attitudes and values towards sex-related issues and help young people to reach their own, informed opinions
- Developing a sense of mutual respect and care for others
- Understanding the benefits of healthy relationships to their mental wellbeing, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict
- Recognising the signs of unhealthy or abusive relationships and strategies to manage this or access support for oneself or others at risk.
- Fostering self-esteem, self-awareness and confidence.
- Developing skills in communication, risk assessment, decision-making, assertiveness and conflict management
- Facts and the laws about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way
- The rules and principles for keeping safe online including ways to recognise risks, harmful content and contact, and how and to whom to report issues.

The aims above are all in line with our School's core values that we promote to all students: Unity, Curiosity, Growth and Service. We believe partnership between school and parents is the key to success in ensuring effective RSE provision.

### Implementation of Relationships and Sex Education at UCGS:

RSE at UCGS is primarily delivered through PSHE lessons, science lessons, pastoral programme and PCR lessons, as well as additional planned curriculum activities. RSE is delivered by members of teaching staff, both in their specialist subjects and as form tutors, as part of the pastoral programme. The following members of staff also have an important role in ensuring students are appropriately educated in RSE: The PSHE and RSE Co-ordinator, external members of staff such as nurses, the school counsellor and governors. Parent/carers/ guardians and students will also be involved in providing feedback on how RSE is taught in school.

In the delivery of RSE, teachers will use a variety of teaching methods and resources. In addition to the application of the school's Pioneering Pedagogy model, other methods for the effective delivery of RSE include:

- Discussion
- Drama and role play
- Research, presentation and video

## UCGS Relationships and Sex Education Policy

There are a number of teaching strategies that can support the delivery and implementation of RSE, including:

- establishing ground rules with their students to help manage sensitive discussion;
- Using question boxes to allow students to raise issues anonymously
- using ‘distancing’ and depersonalisation techniques;
- knowing how to deal with unexpected questions or comments from students;
- using discussion and project learning methods and appropriate materials; and
- encouraging reflection.

UCGS focuses on three core elements when delivering RSE, which are in line with the statutory Department for Education guidance on RSE (2019):

### *Families*

#### **Pupils should know:**

- 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*

#### **Pupils should know:**

- 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.

### *Online and media*

#### **Pupils should know:**

- 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.

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- 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*

#### **Pupils should know:**

- 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*

#### **Pupils should know:**

- 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 and menopause.
- 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.

From time to time, as part of a planned module of work or a focus day, we may invite in experts on issues relating to RSE, as well as using health and other professionals associated with the school such as a specialised school nurse. All school associated health and other professional and visitors will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of UCGS and will be qualified to make an appropriate contribution.
- Visitors must agree with the aims of the school in delivering its policy on RSE.
- Visitors must have discussed the content of their contribution with the appropriate member of staff prior to their delivery.  
They will be supervised by a teacher, who will be present at all times.

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- Visitors will follow the school's Safeguarding & Child Protection procedures if a disclosure occurs within the classroom setting.
- Visitors will know and understand where their contribution fits into the school's programme for RSE
- It is essential that schools can help children and young people develop confidence in talking, listening and thinking about relationships and sex. Teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively.

## SEND & Inclusion

RSE and Health Education is accessible for all students, including those with special educational needs and disabilities who represent a large minority of students. As stated in 'The Equalities Act', it is essential that content is tailored to meet the specific needs of students at different developmental stages as some students may be more vulnerable to exploitation and bullying due to the nature of their SEND.

As a result, teaching is differentiated and personalised to ensure accessibility. A whole-school approach is implemented for consistent vocabulary and everyday opportunities are used to teach about the importance of consent and personal space. Further, UCGS makes efficient use of the support needs of teaching assistants considering the pivotal role they play in making the curriculum accessible for individual children.

Within UCGS, we understand the link between safeguarding, equality, anti-bullying and RSE. We promote and safeguard all protected characteristics (race, sexuality, gender, age and disability) in line with The Equality Act 2010. Our inclusive approach is applied across the school and in all curriculum activities, in line with our core value of unity, and these characteristics are reflected in, but are not solely taught, in RSE.

Therefore, taking all these factors into consideration, our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## Dealing with sensitive issues

RSE brings students and teachers into contact with sensitive and potentially contentious issues including contraception, HIV/AIDS, abortion and single sex relationships. The facts behind contraception and HIV/AIDS are taught as part of the statutory PSHE guidelines. Sexual orientation and gender identity are now taught as part of the statutory framework, whereby there will be an equal opportunity to explore the features of positive and healthy relationships, including same-sex and others. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson. Students questions will be answered truthfully in a caring, non-biased and sensitive manner so that pupils are able to make informed choices for themselves. The aim with these issues is to promote tolerance and resist discrimination, not to promote one particular standpoint or promote one particular sexual orientation.

## LGBT+

To ensure that needs of all students are appropriately met, it is vital that students act with equality and respect; therefore, UCGS complies with the relevant provisions of The Equality Act 2010, whereby sexual orientation and gender reassignment are amongst the protected characteristics. Within UCGS, an LGBT inclusive school, all teaching is sensitive and age-appropriate in approach and content. LGBT+ is fully incorporated into the schemes of work as opposed to being delivered as a standalone lesson. In a country with clear British and liberal values, including tolerance and mutual respect, it is essential that students are taught to be tolerant towards others and understand and respect differences between people.

In order to support the discussion and teaching of sensitive issues, the following are protocols for discussion-based lessons with students:

- Teachers will establish a safe and respectful learning environment, in line with the National Teaching Standards
- Discussion should be steered away from references to known individuals and distancing techniques applied
- An inclusive environment should be promoted, valuing all voices
- The correct names for body parts and sexual behaviour will be explained

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- Meanings of words will be explained in a sensible and factual way

### Monitoring and Evaluating RSE

Monitoring and evaluation will:

- ensure that the intent and implantation of the RSE curriculum are delivered
- evaluate the effectiveness of the RSE curriculum

It is the responsibility of the RSE Co-ordinator and SLT to ensure that staff have had sufficient training to undertake this programme and that each tutor group is completing the programme. Pupil and parent surveys are used to evaluate the effectiveness of the programme from the students' and parents' points of view.

At UCGS, RSE is monitored and evaluated by the RSE Co-ordinator and a member of the SLT through a regular Quality Assurance (QA) processes. These include learning walks, book looks, curriculum reviews and stakeholder voice.

QA is vital in reviewing, designing, analysing and adapting the curriculum to the needs of our students.

### Parents' Rights to withdraw their Children

Under the 1993 Education Act, parents have a legal right to withdraw their children from the dedicated 'Sex Education' lessons but not the biological aspects of human reproduction that forms part of the statutory National Curriculum for science. At UCGS, we emphasise Sex Education within a social and moral context and we hope that parents will realise the value of such an approach and not request withdrawal of their child. Pupils whose parents have withdrawn them from Sex Education lessons, are able to 'opt back in' three terms before they turn 16. Sex Education is taught concurrent with relationships education; however, there is only a very small number of lessons solely devoted to Sex Education to ensure that all students have access to the majority of vital relationships education. To withdraw students from Sex Education lessons parents must request to do so in writing to the Headteacher.

### Confidentiality and Disclosures

UCGS has a Safeguarding & Child Protection Policy which covers issues relating to child abuse. Procedures for teachers' concerns regarding disclosure of possible sexual abuse can be found in the Child Protection Policy. However, the key issues we wish to stress on confidentiality in RSE are:

- Ensuring that children and young people know that members of staff cannot guarantee confidentiality
- Encourage children and young people to talk to parents/guardians, where appropriate
- Reassuring children and young people that their interests will be maintained

**Policy approved by the Headteacher**

Signed:

Mr Mark Pritchard  
Headteacher

Date: 25<sup>th</sup> October 2019

To be reviewed September 2020