

Clitheroe Royal Grammar School

Relationships and Sex Education (RSE) and Health Education Policy

Staff member responsible: Deputy Headteacher Main School

Governors' Committee: Students and Staffing

Sections of this policy should be considered alongside the separate Child Protection (Safeguarding) Policy. This Sex and Relationships Policy was developed in line with most recent DfE draft statutory guidance on Relationships, Relationships and Sex Education and Health Education (2019).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. These regulations amend existing provisions in the Education Act 1998 and Education Act 2002.

Philosophy and Objectives

The objective of RSE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should give young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Effective RSE does not encourage early sexual experimentation but teaches young people to understand human sexuality and respect themselves and others.

Knowledge about safer sex and sexual health remains important to ensure young people can make safe, informed and healthy choices as they progress to adult life. Students should also be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-respect.

There should be opportunities for students to learn about the laws surrounding sex, sexuality, sexual health and gender identity which should be delivered in an age appropriate and inclusive way. The laws around a variety of other issues should be considered, which include: marriage, consent, pornography, abortion, radicalisation and gangs.

There should be opportunities to learn about grooming, sexual exploitation and domestic abuse which should include addressing coercive and controlling behaviour. The physical and emotional effects of female genital mutilation should also be addressed.

RSE and Health Education should help students to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is about the understanding of the importance of relationships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable students to take responsibility for their own sexual health and wellbeing.

It has three main elements:

1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Exploring the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy
- To understand and respect the varied cultural and religious influences on individuals.

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed within lessons in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for students to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve students in discussion about learning objectives and desired outcomes
- Include students as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable students to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of students learning styles enabling all students to demonstrate their achievement.

The Assistant Headteacher (Main School) will be responsible for monitoring the provision of RSE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHE coordinator is responsible for evaluating the programmes of study and for making recommendations for changes to the curriculum.

Confidentiality (see also separate **Confidentiality Policy**)

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with students at the onset of work. Students should be informed about the remit of confidentiality and that teachers cannot offer or guarantee students unconditional confidentiality.

Students will be informed on matters of confidentiality and the school will follow these guidelines:

- Ensuring that students know that teachers cannot offer unconditional confidentiality
- Reassuring students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- Reassuring students that their best interests will be maintained
- Encouraging students to talk to their parents or carers and giving them support to do so
- If there is any possibility of abuse, the school will follow its child protection procedure
Ensuring that students are informed of sources of more confidential help, for example, the school nurse, counsellor, online support services or their own GP.

Child Protection (see also separate **Safeguarding and Child Protection Policy** and **Confidentiality Policy**)

At the heart of Relationships Education, Relationships and Sex Education and Health Education, there is a focus on keeping young people safe and the role that schools can play in preventative education.

Teachers should be aware of the risks in teaching about sensitive subjects such as self-harm and suicide and give particular considerations to planning around these issues and ensuring material is focused on prevention rather than being instructional.

Good practice allows young people an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in young people disclosing abuse or of teachers becoming aware of concerns about a child's wellbeing. Teachers should all understand how to respond to disclosures of abuse and report any concerns they may have, following our school's safeguarding procedures.

If students ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the student could be advised to speak to a member of the pastoral team, provided with information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this should be notified.

Staff will report any information or disclosure which raises concern that a young person may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated Senior Lead will then take action as appropriate (see Child Protection/Safeguarding Policy). Students will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Dealing with Sensitive Issues

As part of RSE, sensitive issues will be addressed. Facts will be presented in an objective and balanced way, with students being encouraged to consider their own attitudes and values. Students will be made aware of the differences between fact and opinion and the confusion of informal learning which is so readily available from the wider media. The school can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudices concerned with sensitive issues.

Parental Involvement

Parents are the key people in teaching their children about sex, relationships and growing up. Some parents find it difficult to talk to their children about sex and relationships and need support in this role. The school aims to work in active partnership with families, listen to their views and keep them informed of the RSE provision.

If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the curriculum outline and can contact the Headteacher with any queries or concerns.

Defining RSE

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE curriculum

Our curriculum is set out as per Appendices 1 and 2, but the school reserves the right to adapt it as and when necessary. The school has developed the curriculum, taking into account the age, needs and feelings of students. If students ask questions outside the scope of the curriculum and this policy, members of staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

RSE at CRGS is delivered primarily through the following areas of the curriculum:

- PSHE lessons
- Citizenship form time programme
- Critical skills
- Science syllabus (Biology)
- Religious Moral and Philosophical Studies (RMPS)
- Assemblies

The school also takes opportunities to deliver the programme through other lessons and areas

of the curriculum. The school engages external speakers, including health professionals, to enhance delivery of the programme, as appropriate to students' ages and needs. The school's planned programme of teaching and learning is progressive in terms of language, concepts and content which increases in depth and complexity as students progress through the school.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, and is made up of six key core components:

- Relationships and Sex Education (RSE) (including online relationships)
- Health Education (Physical Health and Mental Wellbeing)
- Living in the Wider World
- Citizenship
- British Values
- Online Safety

We interleave these topics throughout their 5 years so that students gain a deeper understanding of themselves and the world around them appropriate to their age. Please see our PSHE Curriculum Map (Appendix 2) for detailed content delivered in each year group.

Staff teach RSE within the regulatory framework and the school's value system and do not allow their personal beliefs and attitudes to influence their teaching. No attempt is made to promote one particular viewpoint, but students are encouraged to evaluate the moral implications involved in the matters under discussion. Teaching methods ensure that coverage of potentially sensitive issues is constructive and maintains students' self-esteem. To aid effective learning, students may be placed into pairs or small groups. Emphasis is placed on the importance of respecting the views of others. Clear ground rules are set so that the class knows what is an appropriate and inappropriate manner of discussion and students are encouraged to be mature and sensible.

Personal privacy is respected, students' questions are answered in a sensible and matter of fact manner. Teaching is to the group as a whole and whilst all teachers take a pastoral interest in the wellbeing of their students, they do not act as counsellors to individual students. Students are reminded that confidentiality cannot be guaranteed in matters concerning safeguarding and child protection (this will be relevant where a pupil makes a relevant disclosure to a member of staff, or a member of staff surmises indirectly that child protection issues are involved).

Inclusion

The RSE programme is an entitlement of all students and therefore is presented in a way that is inclusive of difference, including disability, sexual orientation, ethnicity, culture, faith and other life experience. In particular:

- Different ethnic and cultural groups may have different attitudes to RSE. These differing views are taken into account with sensitivity and respect in as far as there is no inconsistency with the general values of the school and Government guidelines.
- The school presents an honest, sensitive and balanced approach in the discussion of the range of sexual orientation, and tackles any homophobic bullying.
- The school ensures that students with special educational needs and disabilities are properly included in RSE so that it is also relevant to them, and they are thereby helped to understand their physical and emotional development and to make positive decisions in their lives.

- The school recognises that its students may come from a variety of family situations and home backgrounds, and care is therefore taken in the delivery of the programme to ensure that there is no stigmatisation of students based on their home background.

Withdrawal from Relationships and Sex Education

Parents/carers have the right to request to withdraw their children from all, or part, of sex education delivered as part of statutory RSE. From September 2020 this right will not extend to Relationships or Health Education. 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, make Relationships Education compulsory for all students receiving secondary education.

From September 2020 young people will be able to consent themselves to participate in these lessons, from three terms prior to their sixteenth birthday.

Parents and carers are encouraged to discuss their decision to withdraw with school staff at the earliest opportunity and then confirm this formally in writing to the Headteacher. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

For SEND students, the Headteacher may wish to take a student's specific needs into account when making decisions about whether a student should be withdrawn. The school will ensure that RSE is accessible to all students and recognises that students with SEND may be more vulnerable to exploitation, bullying and other similar issues.

Monitoring and Evaluation

The PSHE Coordinator in liaison with the Assistant Headteacher (Main School) will be responsible for monitoring the RSE programme in the context of the whole school monitoring of the quality of teaching and learning.

The RSE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of students, parents/carers and teachers are explored to consider changes and improvements to the programme on an ongoing basis.

The programme will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs.

This policy is to be reviewed every three years and/or according to any changes in government or locally issued guidance.

Date of last review:	November 2022
Date of approval by Governors:	December 2022
Date of next review:	September 2025

Appendix 1 - Department for Education - Relationships and Sex Education (RSE) and Health Education Statutory guidance.

By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p>Families</p>	<p>Students should know</p> <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.
<p>Respectful relationships, including friendships</p>	<p>Students should know</p> <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.

<p>Online and media</p>	<p>Students should know</p> <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.
<p>Being safe Students should know</p>	<p>Students should know</p> <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).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Students should know</p> <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 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.

	<ul style="list-style-type: none"> • 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.
The Law	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • hate crime • female genital mutilation (FGM)

Appendix 2 – Curriculum map

Please find the curriculum map for PSHE located on our website

<http://www.crgs.org.uk/wp-content/uploads/sites/12/2015/09/PSHE-and-Citizenship-Curriculum-plan-2022-detailed.pdf>