



Watford Grammar School for Girls

Relationship and Sex Education Policy

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Committee Responsible	Education

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1. What is Relationship and Sex Education?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. **RSE is not about the promotion of sexual orientation or activity.**

2. Aims

At Watford Grammar School for Girls the aims of relationship and sex education (RSE) are to provide pupils with knowledge, skills and an understanding of attitudes and values around sexual health, enabling them to make healthy, informed, responsible choices about their relationships, sexuality and sexual behaviour, whilst developing their feelings of self-worth and confidence.

RSE is embedded within the overall pastoral care and support at WGGS. It forms an integral part of the broader framework of Personal and Citizenship Education (PACE) in KS3 and KS4 and the FORUM programme in KS5. There are also links within the scheme of work for Science, R.S and ICT.

The school aims to:

- Create a positive culture around issues of sexuality and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable pupils to express themselves and be listened to with care and without judgement, within a safe environment
- Safeguard pupils (Children Act 2004), promoting their emotional wellbeing
- Create a better understanding of diversity and inclusion, reduce gender-based and homophobic prejudice, bullying and violence and appreciate the difference between consenting and exploitative relationships
- Help pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- Deliver lifelong learning in helping to prepare pupils at the school for the opportunities, responsibilities and experiences of later life

3. Statutory requirements

This policy has been written with regard to the guidance issued by the secretary of state as outlined in section 403-405 of the Education Act 1996 and DfE's Relationships Education, (RSE) and Health Education guidance (2019).

Links with other school policies: Child Protection, Safeguarding, Anti-Bullying, Behaviour, Drug and Alcohol, E Safety, Equality.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation took place during the academic year 2018-19 and policy development process involved the following steps:

- Review – Pastoral leaders and the Heads of Year pulled together all relevant information including relevant national and local guidance. Due regard has been given to the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of the material
- Staff consultation – Through year team meetings form tutors were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – the policy was shared with the parents and they were invited to share any concerns
- Pupil consultation – Information was drawn from the PEFs, School council and PACE/FORUM working groups
- Ratification – once amendments were made, the policy was shared with the Governors' Education committee for ratification.

5. Specific issues

Contraception information will be given to girls under 16 as part of the year 9 and 10 PACE programme. Teachers will provide education about the different types of contraception and about where and from whom they can receive confidential advice and treatment. However, particular care will be exercised in relation to contraception advice to pupils under 16, for whom sexual intercourse is unlawful.

The following issues may occur as part of RSE lessons or at other times in the school day. These procedures will be followed by adults:

a) Confidentiality

- i) Pupils will be made aware that some information cannot be held confidential. If there is a cause for concern, a disclosure or suspicion of possible abuse, the school's safeguarding procedures will be followed.
- ii) If there is a disclosure of pregnancy, a request for advice on contraception (including emergency contraception) or a disclosure by a pupil who is under 16 that they are having, or contemplating having, sexual intercourse, the school will always encourage pupils to talk with their parents, and, if appropriate, with the relevant health service professional. The incident will be reported to the DSL and the school's safeguarding procedures will be followed.

b) Aspects of bullying (including homophobic, sexual abuse and peer to peer abuse)

Staff will follow the school safeguarding procedure and deal with bullying according to the school Anti-Bullying policy.

c) Female Genital Mutilation

Staff will report acts of FGM to the police, according to the Child Protection policy.

6. Delivery of RSE

RSE is taught within the Personal and Citizenship Education (PACE) curriculum in KS3, KS4 and in the FORUM programme in KS5. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS) and Information Computing and Technology (ICT)

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing 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 for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Relationship and Sex education will be age- appropriate, build knowledge and life skills over time in a way that prepares pupils for issues they will soon face. The subjects will focus on:

- Different types of relationships, including friendships, types of families, dealing with strangers and intimate relationships
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance and how to manage conflict, and how to recognise unhealthy relationships, including bullying, grooming, coercion and exploitation
- On-line safety and on-line friendships, sharing sexual images, sexting, grooming, social media pressures, pornography and CSE
- How relationships may affect health and well-being, including the importance of good mental health and resilience
- Consent and sexualised behaviour, FGM, Forced marriage and domestic violence
- Factual knowledge about puberty changes, sex, sexual health and sexuality, set firmly within the context of all types of relationships.

a) Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or pupil queries in order to allay any concerns that may exist about the RSE curriculum.

Pupils with Special Educational Needs and Disability

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

All RSE will be delivered in a LGBT inclusive way in accordance with national equality duties. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

Refer to appendix 1 for more detailed content.

7. Roles and responsibilities

7.1 The governing board

The **governors** will:

- approve the RSE policy, keep it up to date, and make it available to parents
- hold the Headmistress to account for the implementation of this policy.

7.2 The Headmistress

The Headmistress will ensure that:

- the governing board is advised about the nature and organisation of relationship and sex education and how it reflects the aims and values of the school
- RSE is taught consistently across the school and teaching materials are age-appropriate
- parents have access to the programme for RSE
- requests to withdraw pupils from non-statutory/non-science components of RSE are managed appropriately (see section 7).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring RSE provision
- 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
- Signposting support services

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headmistress.

7.4 Pupils

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

8. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the Headmistress. A copy of withdrawal requests will be placed in the pupil's educational record. The Headmistress will discuss the request with parents and take appropriate action to ensure that the safeguarding element of RSE is covered fully by parents. Parents should be made aware that their children may instead have conversations with other pupils, in receipt of RSE lessons, and may in turn pick up information which may be factually inaccurate.

Alternative work will be given to pupils who are withdrawn from RSE.

9. Training

All teachers and other staff members who are required to teach RSE will have relevant training and resources.

The Headmistress, SLT members and HOYs will also invite visitors from outside the school, such as school nurses or sexual health professionals, to deliver lessons or provide support and training to staff teaching RSE.

10. Monitoring arrangements

It is the responsibility of the PACE Coordinator to oversee and organise the monitoring and evaluation of RSE, in the context of overall school policies for monitoring the quality of teaching and learning. The PACE and FORUM programme will undertake self-evaluation and monitoring through the usual school cycle.

Pupils' development in RSE is monitored by class teachers and evaluations about the impact of the lesson on pupils will be made. Those in charge of PACE, R.S and Science will co-ordinate and keep schemes of work under review, in the light of changing curriculum demands, local issues and parental and pupil feedback.

The Governors and Senior Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy. This policy will be reviewed every two years. At every review, the policy will be approved by the board of governors.

Objectives of Relationship and Sex Education at WGGs

By the end of Key Stage 3, pupils should:

Know and understand:

- The physical and emotional changes that take place during adolescence and how to manage these changes in a positive way;
- Reproduction, contraception, sexually transmitted infections including HIV;
- The risks of early sexual activity;
- The risk of HIV and other STIs and how they affect the body;
- How sound relationships promote positive mental wellbeing;
- That some activities, online and actual, can be harmful and dangerous in the short and the long term (inappropriate relationships that might lead to grooming; sexting; viewing pornography, inappropriate images or personal comments, etc);
- The law relating to sexual behaviour by young people;
- Where young people can get professional advice and support.

Have the skills to:

- Conduct an honest self-appraisal;
- Manage changes in relationships;
- Assess the risk to personal safety in a variety of situations and make safe decisions;
- Recognise and manage pressure from peers and others to behave as they wish;
- Contribute to discussions of moral issues;
- Ask for help or support when needed.

Have thought about:

- The benefits of sexual behaviour within a committed relationship and its dangers otherwise;
- How self-esteem affects confidence and behaviour;
- Respect for difference in relation to gender and sexuality.

By the end of Key Stage 4 in addition, pupils should:

Know and understand:

- How different forms of contraception work and where to get advice;
- The vital importance of consent in sexual relations.

Have the skills to:

- Recognise the influences and pressures on sexual behaviour and respond confidently and appropriately;
- Monitor their own sexual health and seek health advice when needed;
- Manage their emotions within different types of relationship;
- Recognise and respect differences between people.

Have thought about:

- Their own developing sense of sexual identity and how to feel confident with it;
- The implications and consequences of sexual activity.

By the end of Key Stage 5 in addition to all the previous Key Stage content, pupils should:

- Know and understand the importance of taking responsibility for their own sexual health and behaviour;
- Have the skills to discuss issues openly and supportively;
- Have thought about their growing independence, personal safety and future.

In addition to timetabled lessons in PACE, FORUM, RS, Science and other subjects, pupils are encouraged by the ethos and standards of the school to develop their personal and social skills in all aspects of school life, to understand difference and to respect others.

Some elements of the provision are cross- curricular so careful co-ordination ensures that the content of lessons and approaches used are appropriate to needs, ability and ages of pupils. RSE forms part of a spiral curriculum – one in which topics are revisited as part of a developmental programme to enable pupils to build upon prior learning. Topics might be dealt with other than as indicated below if the Head of Year decides to vary the schedule.

Specific elements in the curriculum are as follows.

KEY STAGE 3 (11-14 Years)

The Year 7 Science syllabus covers aspects of reproduction and life cycles: reproductive organs and their functions; the human ovary, puberty, the menstrual cycle; fertilisation. This is delivered from a scientific viewpoint. Teachers will allow year 7 to ask any question related to the topic.

KEY STAGE 4 (14-16 years)

In Year 10 & 11, the GCSE specification covers Health and Disease which includes how sexually transmitted infections (STIs) are spread and how this spread can be reduced or prevented, including Chlamydia (bacteria) and HIV (virus) Within the Homeostasis topic pupils will learn how hormonal contraception influences the menstrual cycle and prevents pregnancy. Pupils will evaluate hormonal and barrier methods of contraception and explain the use of hormones in Assisted Reproductive Technology (ART) including IVF and clomifene therapy.

Religious Studies (KS4 Core)

All pupils study a syllabus, which covers;

- Year 10: Relationships
Pupils look at how relationships operate. They explore attitudes towards sex before marriage, the value of family relationships and how different cultures arrange marriages.
- Year 11: Sanctity of human life, medical ethics
Pupils research current news situations that involve decisions about human life, e.g. egg donation, capital punishment and abortion.

The Department has always sought to encourage an atmosphere of mutual respect between staff and pupils. As moral issues are covered throughout the courses, it is important that all pupils are able to develop their own viewpoints, reflect, empathise, develop critical thinking and develop their ability to evaluate in a mature manner, taking into account religious and secular viewpoints.

RELATIONSHIPS AND SEX EDUCATION FRAMEWORK

	SUGGESTED CONTENT				
Topic	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Positive and negative relationships</i>	Transition to Secondary school Friendship Healthy relationships	Changing relationships, changing expectations Peer influence Gender differences	Persuasion/ Coercion, Exploitation/ CSE FGM Grooming Hate crime	Consent Rape Honour-based violence, Forced marriage, Physical, sexual and emotional abuse	New roles and responsibilities within intimate relationships
<i>Body image and Pornography</i>		Media, Body image	Self- image Pornography: (Why do some people it? How can it affect real relationships?)		Cosmetic procedures Pornography: (Media portrayals of sex and it's influences)
<i>Sex and sexual orientation</i>		Diversity and prejudice LGBTQ	Social norms Hetero/homosexuality Non-binary gender, Trans/cis gender		
<i>Body, Brain & Emotions</i>	Puberty changes	Trust and honesty Empathy Mutual respect	Support networks		Statutory and voluntary support organisations
<i>Anti-bullying</i>	Forms of bullying	Prejudice related bullying Role of bystanders Challenging stereotypes Discrimination	Bullying and the law	Prevent	
<i>Health and Hygiene</i>	Personal hygiene	Immunisation and vaccination (HPV)	STIs & HIV/AIDS		

<i>Contraception</i>			Different forms of contraception	Unplanned pregnancy and parenthood	Sources of help and support Sexual health clinics
<i>Safety, Communication and Technology</i>	E-Safety Protecting online identity and privacy	Sexting Social media	On-line grooming Sharing of sexual images	Alcohol, drugs and sex	