



**Watford Grammar School for Girls**

## **Relationship and Sex Education Policy**

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## 1. What is Relationship and Sex Education?

Relationships and Sex Education (RSE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It 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 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 Computing.

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
- Teach pupils key aspects of the law and make them aware of relevant legal provisions when relevant topics are being taught (see appendix 1)

- Safeguard pupils (Children Act 2004), promoting their emotional wellbeing
- Create a better understanding of diversity and inclusion. Reduce gender-based, disability- based, faith- based, homophobic, transphobic, biphobic 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
- Ensure all statutory duties are met in relation to the delivery of RSE.

### 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) under which delivery of RSE becomes mandatory in all schools from September 2020

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 initial consultation took place during the academic year 2018-19 and further reviewed with all stakeholders in September 2020. Our 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 pupil evaluation forms, School council and PACE/FORUM working groups. This process included consulting with student led societies within the school.
- Ratification – once amendments were made; the policy was shared with the Governors' Education committee for ratification.

### 5. Specific issues

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) **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.
- b) **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, related to a pupil's relationship, the school will encourage them to talk to their parents and seek relevant health advice. The incident will be reported to the DSL and the school's safeguarding procedures will be followed.
- c) **Aspects of bullying** (including gender-based, disability- based, faith- based, homophobic, transphobic, biphobic prejudice, sexual abuse and peer to peer abuse)  
Staff will follow the school safeguarding procedure and deal with any aspect of bullying according to the school Anti-Bullying policy.
- d) **Female Genital Mutilation**  
Staff will report any suspicion or concern related to possible 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 (R.S) and Computing.

Pupils may also receive stand-alone RSE sessions delivered by external organisations. Parents will be notified of the details should this become possible.

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
- Critical thinking

WGGS promotes the needs and interests of all pupils, whereby all protective characteristics are considered. We will work closely with the SEND department to make sure pupils are offered provision appropriate to their needs, taking specialist advice where necessary. This 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 include:

- Different types of relationships, including friendships, types of families, dealing with strangers and intimate relationships
- The law pertaining to sex, relationships and young people, as well as broader safeguarding issues.
- 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.

*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 check it is fit for purpose through a review process. They will ensure the policy is published on the school's website or provide a copy to anyone on request.
- hold the Headmistress to account for the implementation of this policy.
- ensure the teaching of RSE is delivered in ways that are accessible to all pupils with SEND.

### 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 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE with expertise and skill
- 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
- Assessing pupil progress

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. Pupils should take responsibility for their own privacy and wellbeing.

## 8. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of RSE. Specifically this would include content from the 'Intimate and sexual relationships, including sexual health' topic across the key stages.

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 note that the school cannot take responsibility for any pupil hearing their peers' version of these lessons which may not be factual or safe.

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

**The right of withdrawal ceases 3 terms before the pupil's 16<sup>th</sup> birthday.**

## 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. There will be ongoing assessment of pupil progress and this will be shared with parents as part of the reporting process.

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 WGGGS

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.
- Develop critical thinking

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.
- Further develop critical thinking.

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.

## Appendix 2

### Content of Relationship and Sex Education at WGGSS

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/ PACE/FORUM Coordinator 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 and fertilisation. Substances affecting foetal development (e.g. drugs and alcohol) 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 clomiphene 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 R.S 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.

#### RSE content in relation to the Law

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. This content may be delivered as part of PACE/FORUM or Computing lessons.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- 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)

### Relationships and Sex Education content in KS3

	Pupils should know...		
Topic	Year 7	Year 8	Year 9
<i>Families, Respectful relationships, including friendships</i>	<ul style="list-style-type: none"> <li>- Transition to Secondary school</li> <li>- Friendship</li> <li>- Healthy Relationships</li> <li>- Puberty changes</li> <li>- Forms of bullying</li> </ul>	<ul style="list-style-type: none"> <li>- Changing relationships, changing expectations (reconciliation and ending relationships)</li> <li>- Marriage/ Types of long- term relationships</li> <li>- Peer influence</li> <li>- Gender identity</li> <li>- Sexual orientation</li> <li>- Role of bystanders</li> <li>- Challenging stereotypes</li> <li>- Discrimination</li> <li>- Diversity and prejudice</li> </ul>	<ul style="list-style-type: none"> <li>- Support networks</li> <li>- Social norms, Hetero/homosexuality, Non-binary gender, Transgender</li> </ul>
<i>Online and media</i>	<ul style="list-style-type: none"> <li>- E-Safety (Protecting online identity and privacy)</li> </ul>	<ul style="list-style-type: none"> <li>- Social media</li> <li>- How to report issues online</li> </ul>	<ul style="list-style-type: none"> <li>- Sexting</li> <li>- Online grooming</li> <li>- Self- image</li> <li>- Pornography: <i>Impact of viewing harmful content</i></li> </ul>
<i>Being Safe</i>			<ul style="list-style-type: none"> <li>- Concepts &amp; laws relating to: Sexual consent, sexual exploitation, criminal exploitation, abuse, grooming, and coercion</li> <li>- FGM</li> <li>- Hate crime</li> </ul>
<i>Intimate and sexual relationships, including sexual health</i>		<ul style="list-style-type: none"> <li>- Recognising characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, trust and loyalty. (To include consent and boundaries).</li> </ul>	<ul style="list-style-type: none"> <li>- STIs &amp; HIV/AIDS</li> <li>- Different forms of contraception</li> </ul>

## Relationships and Sex Education content in KS4

	Pupils should know...	
Topic	Year 10	Year 11
<i>Families, Respectful relationships, including friendships</i>	- Changing relationships (a progression from KS3)	- Statutory and voluntary support organisations
<i>Online and media</i>	- Online risks (Sharing of potentially compromising/ indecent images)	- Pornography: <i>Media portrayals of sex and it's influences</i>
<i>Being Safe</i>	- Concepts & laws relating to: Rape honour- based violence, domestic abuse, forced marriage, extremism/radicalisation	
<i>Intimate and sexual relationships, including sexual health</i>	- Unplanned pregnancy and parenthood -Support organisations - Miscarriage - Alcohol, drugs and risky sexual behaviour	-New roles and responsibilities within intimate relationships -Reproductive health, including fertility, and potential impact of lifestyle on fertility for men and women and menopause. - Sexual health clinics

## Relationships and Sex Education content in KS5

	Students should know...	
Topic	Year 12	Year 13
<i>Families, Respectful relationships, including friendships</i>	Managing sexual relationships: consent	Managing sexual relationships in varied cultural and social contexts. Equality and the law. Confronting prejudice, exploitation and coercion.
<i>Online and media</i>	Identifying the pressures places upon women and how to manage them.	
<i>Being Safe</i>	Rights and responsibilities: a survival guide.	
<i>Intimate and sexual relationships, including sexual health</i>	Contraception and STIs.	