



**Watford Grammar School for Girls**

## **Relationship and Sex Education Policy**

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## 1. Definitions

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 WGGG. 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
- Safeguard pupils, promoting their emotional wellbeing
- Create a better understanding of diversity and inclusion. Reduce all forms of prejudice-based 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 and links to other policies

As a secondary academy, the school must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, the school is required to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

The school will also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

This policy links to a number of others, including:

- Child Protection
- Safeguarding
- Anti-bullying
- Behaviour
- Drug and alcohol
- Online safety

## 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. 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).

Pupils may also receive stand-alone RSE sessions delivered by external organisations.

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.

Detailed content is outlined in appendix one.

## 5.1 Inclusivity

The school will teach about RSE in a manner that:

- Considers how a diverse range of pupils will relate to them
- Gives careful consideration to the level of differentiation needed
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

The school will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

## 5.2 Use of resources

The school will consider whether any resources it plans to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 6. Roles and responsibilities

### 6.1 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.

### 6.2 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).

### 6.3 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.

### 6.4 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.

## 7. 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 three terms before the pupil's 16<sup>th</sup> birthday.**

## 8. Use of external organisations and materials

The school will make sure that any agency and any materials used are appropriate and in line with its legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where the school has full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

The school won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **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.



## Appendix one – the RSE curriculum

### PACE and Forum

The PACE and Forum curriculum is built around three key strands: relationships, health and wellbeing, and living in the wider world. A significant part of the RSE curriculum is delivered in PACE and Forum curriculum.

The table below shows the PACE and Forum curriculum, with key RSE content in bold.

	<b>Health and wellbeing</b> Particular emphasis on...	<b>Relationships</b> Particular emphasis on...	<b>Living in the wider world</b> Particular emphasis on...
Y7	<ul style="list-style-type: none"> <li>- <b>Puberty and menstrual wellbeing (H20, H34)</b></li> <li>- Emotional wellbeing in a new school (including issues around transition, resilience, and developing new relationships) (H2, H3)</li> <li>- Simple strategies, such as mindfulness, for managing emotional wellbeing (H4, H9)</li> <li>- Finding a healthy balance in the use of online media (H3, H5)</li> <li>- Recognising when support is needed with mental health and where this can be found – delivered via the Peer Education Project (H6, H8, H12)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Relationships in a school context – with peers and adults – and how to manage these, including conflict situations, effectively. (R1, R2)</b></li> <li>- <b>Peer influence, and how to manage this effectively (R42, R43, R44)</b></li> </ul>	<ul style="list-style-type: none"> <li>- The range of possible future career paths (L11, L12,)</li> <li>- Financial decisions which young people might make (L15, L17)</li> <li>- Social media, and its potential for good and harm. Guidance on using social media responsibly (including information about age restrictions) (L20, L21, L22, L25)</li> <li>- Diversity in the school and wider community.</li> </ul>
Y8	<ul style="list-style-type: none"> <li>- Maintaining a healthy lifestyle through exercise and healthy eating (H10, H13, H14, H17, H18)</li> <li>- Alcohol use and misuse (H24, H25, H26)</li> <li>- Substance misuse (H23, H27, H28, H29)</li> <li>- Smoking (H25, H26)</li> <li>- Strategies for maintaining positive emotional wellbeing.</li> <li>- The impact that media and online activity can have on perceptions of body image (H3)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>The wide range of relationships in which young people and adults are involved – in families, schools, work places and beyond. (R1)</b></li> <li>- <b>The qualities of healthy and unhealthy relationships. (R2, R9, R10, R13, R14, R18)</b></li> <li>- <b>Diversity in sexuality and sexual attraction (R3, R4, R5)</b></li> <li>- <b>Gender expectations in society and their impact on relationships (R11)</b></li> <li>- <b>Maintaining safe relationships online, including online images (R17, R29, R30)</b></li> <li>- <b>Consent (R24, R25, R26, R27, R28)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Identifying personal strengths and aspirations in connection with careers (L3, L4, L8, 9, L10)</li> <li>- The importance of challenging prejudice-based language and behaviour</li> </ul>
Y9	<ul style="list-style-type: none"> <li>- <b>Contraception and STIs (H27, H35, H36)</b></li> <li>- Strategies for maintaining positive emotional wellbeing and building resilience to negative</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Sexual relationships and the law.</b></li> <li>- <b>Sexual violence and abusive behaviours. (R37, R38)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Strategies for managing social media use responsibly, and what to do when things go wrong (L23, L27)</li> </ul>

	<p>opinions, judgements and comments ('self care') (H7)</p> <ul style="list-style-type: none"> <li>- <b>The risks and facts associated with FGM (H22)</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>The impact of pornography (R7,R8)</b></li> <li>- <b>The impact of stereotyping, prejudice-based behaviour and discrimination (R39, R40, R41)</b></li> <li>- <b>The legal rights, responsibilities and protections of the Equality Act 2010</b></li> </ul>	<ul style="list-style-type: none"> <li>- Choices at 14+ (L7, L8)</li> <li>- The Parliamentary and legal systems of the UK</li> <li>- The legal rights, responsibilities and protections of the Equality Act 2010</li> </ul>
Y10	<ul style="list-style-type: none"> <li>- Strategies for maintaining emotional wellbeing, and managing anxiety, in exam years. This includes work on research-informed revision techniques. (H4)</li> <li>- Neurological development during adolescence and early adulthood.</li> <li>- <b>Fertility and pregnancy choices (H30, H31, H32, H33)</b></li> <li>- Substance use and misuse (to include a wide range of substances and long-term risks) (H19, H20, H21)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Strategies for maintaining positive relationships in the KS4 years.</b></li> <li>- <b>Positive and diverse relationships in families and long-term commitment (R2, R3, R4)</b></li> <li>- <b>Accessing appropriate contraception (R23)</b></li> <li>- <b>Pregnancy, family life and unintended pregnancy (R24, R25, R27)</b></li> </ul>	<ul style="list-style-type: none"> <li>- The diverse nature of modern Britain, and how students can challenge discrimination.</li> <li>- Strengths, interests, skills and qualities in relation to future employability. (L1, L2, L3, L4, L5, L6, L7, L8)</li> <li>- Responsibilities and rights at work (L13, L14, L15)</li> <li>- Budgeting (L16, L17, L18, L19)</li> <li>- Interview skills.</li> <li>- Online disinhibition (L24)</li> </ul>
Y11	<ul style="list-style-type: none"> <li>- Accessing support with physical and emotional health, and making confident use of the NHS (H13, H14)</li> <li>- Healthy and unhealthy coping strategies, and how to respond to early warning signs of poor wellbeing (H7, H8, H9, H10)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Long-term relationships and marriage</b></li> <li>- <b>Using protective behaviours in the context of later teenage (R16, R35, R36, R37, R38)</b></li> <li>- <b>Coercive control and abusive relationships (R29, R30, R31, R32, R33)</b></li> <li>- <b>Sexual assault and domestic abuse (R19)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Social media – confirmation bias, filter bubbles and fake news (L22, L23, L24, L25, L28, L29)</li> <li>- The impact of online presence on future employability</li> <li>- Choices at 16+ (L4)</li> </ul>
Y12	<ul style="list-style-type: none"> <li>- Recognising mental health challenges and seeking appropriate support (H4, H5, H6, H7)</li> <li>- Strategies for positive mental health</li> <li>- <b>Contraception, STIs and taking responsibility for sexual health (H18, H19, H20)</b></li> <li>- Making healthy use of social media (H2, H3)</li> </ul>	<ul style="list-style-type: none"> <li>- Building new friendships (R4)</li> <li>- <b>Healthy relationships, including work about how to negotiate levels of intimacy (R5, R6, R7, R8, R9, R10)</b></li> <li>- <b>Consent (R11, R12)</b></li> <li>- <b>Abusive relationships and sources of support (R13)</b></li> <li>- <b>Bullying, including online (R19, R20, R22)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Setting ambitious but realistic education and career goals (L2,</li> <li>- Legal responsibilities, including in the workplace (L8, L9, L10)</li> <li>- Responding to bullying, including in online and workplace contexts (L11 )</li> <li>- Leading positive change in local communities</li> <li>- Managing online safety in all its forms, and especially with reference to social media (L20)</li> <li>- Options at 18+ (L3, L4, L5, L6, L7)</li> </ul>

Y1 3	<ul style="list-style-type: none"> <li>- Maintaining good mental health at a time of transition (H1)</li> <li>- Alcohol and drug use and misuse (H21, H22, H23, H24)</li> <li>- Lifestyle choices linked to good health, including maintaining healthy work-life balance</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Online sexual content and pornography</b></li> <li>- <b>Managing relationships after the age of 18, and in new contexts, including university (R23)</b></li> <li>- <b>Diversity in sexuality and gender identity (R25)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Options at 18+ (L3, L4, L5, L6, L7)</li> <li>- Building a positive online presence (L22)</li> <li>- Managing personal finances at 18+ (L13, L14, L15, L16, L17)</li> </ul>
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## Science

### 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. This is delivered from a scientific viewpoint. Teachers will allow year 7 to ask any question related to the topic.

In Year 9 students receive an introduction to hormonal contraception and its effect on the menstrual cycle. They also cover hormones of the menstrual cycle, the menopause and HRT

### 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

### Religious studies

#### Religious Studies (KS4 Core)

All pupils study a syllabus, which covers:

- Year 10: Community cohesion

Pupils look at how relationships operate in a multi-faith or multi ethnic setting. They explore attitudes marriage, the value of family relationships and how different cultures arrange marriages.