



Royal Grammar School

Sex and Relationship Education Policy

1. Background and Context

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. Students need to be given accurate information and helped to develop skills to enable them to understand differences, to respect themselves and others and to appreciate the importance of consent between partners in a developing sexual relationship. They should learn to understand human sexuality, learn the reasons and benefits for delaying sexual activity, and learn about obtaining appropriate advice on sexual health. Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students and prepare them for the opportunities, responsibilities and experiences of adult life. This is particularly important given the many different and conflicting pressures on young people and the role of the digital world in sex and relationships.

This policy follows DoE guidelines on Sex and Relationship Education (SRE) July 2000 and the Bucks SRE advice.

2. Aims

The main aims of SRE are:

- To provide accurate information about, and increase understanding of sex-related issues
- To dispel myths
- To explore a range of attitudes and values towards sex-related issues and help young people to reach their own informed opinions
- To develop a sense of mutual care and respect for others
- To increase students' self-esteem
- To develop skills relevant to sexual behaviour and decisions such as communication, risk assessment, managing relationships and seeking help.

The above will be achieved through three main elements:

- Attitudes and values – Students will be supported in examining their own and other people’s attitudes and values in relation to sexual matters, and in respecting the rights of others to their own opinions. SRE should help students to develop a positive self-image and high self-esteem, a sense of responsibility and the ability to make informed decisions.
- Personal and social skills – SRE will encourage the acquisition of skills so that students’ relationships with others may be positive, fulfilling and respectful. It will help them explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It will provide opportunities to develop communication skills and assertiveness within a range of situations thus allowing students to recognise opportunities and to develop a healthy lifestyle.
- Knowledge and understanding - SRE will provide information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping and sex and the law. Overall this will provide an understanding of the nature and diversity of relationships and sexuality. SRE will provide an objective and balanced view of sexual matters, correcting misinformation students may have gained and it should give them the information and understanding they need, in accordance with the student’s background and beliefs.

3. Equal opportunities

The ethos of equal opportunities also underpins the teaching of SRE. SRE should act as a basis for promoting equality between individuals and groups. It involves an exploration of human and social diversity and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our SRE is relevant and accessible to all our students and that it is appropriate for all levels of understanding and maturity. We also work to ensure it is respectful of how young people choose to identify themselves, their sexual orientation and gender identity.

4. School Curriculum

Opportunities exist throughout the curriculum for promoting SRE. All subjects but particularly Biology, PSHCE, Religious Studies, English, History and work done in form period provide a regular focus for exploring different elements of SRE. The Designated Safeguarding Lead maintains overall responsibility for SRE across the school, jointly liaising with the PSHCE Coordinator, the Student Development Team, Form Tutors and relevant Subject Leaders with regards to planning, implementation and review of the SRE provision.

a) Biology

Year 8 Biology:

- The human body and reproductive process
- This includes the structure of the reproductive organs, puberty and the physical and emotional changes taking place during adolescence, menstruation, pregnancy and birth

Year 11 Biology:

- Hormonal control of the menstrual cycle (National Curriculum requirements).

b) **PSHCE (Personal, Social, Health and Citizenship Education) Years 7-11**

Years 7 – 9:

- Year 7: Friends and Friendships; Bullying and Cyberbullying; Peer Pressure; Bereavement
- Year 8: Mindfulness; Anger Management; Sexting, LGBT and Homophobic Bullying
- Year 9: Pressures on Teenagers: respect; How they learn about sex and from whom; Pornography; Contraception; Sexually Transmitted Infections

Years 10 – 11:

- Year 10: Male/Female Bodies; Sex Education and the Internet; Sex and the High Street: fashion, image; Contraception; Sex and the Law; Relationships: consent
- Year 11: Testicular Cancer; Sexual Bullying; Abusive relationships: domestic violence, honour based violence, rape, emotional abuse; Respect in relationships; Child Sexual Exploitation

c) **Sixth Form PSHCE**

- An exploration of human and social diversity with the aim to recognise and respect difference, sexual orientation and gender identity with reference to LGBT and issues in the work place
- Re-visit and increase understanding of sexual health and sex and the law
- The implications of the digital world on sexual matters with the aim to inform students about the existence and consequences of sexual extortion

d) **Core RS**

- Year 9: Matters of Life and Death: abortion, whether life is sacred, fertility treatment, euthanasia
- Year 11: Philosophical consideration of SRE topics, for example: “How do we define perversion?”

e) **GCSE RS**

- Year 11: Relationships and families

f) **Other subjects**

- Various aspects of the subject emerge in almost every area of the curriculum
- English Literature is, for instance, an area where questions and discussion will inevitably arise
- Other subjects such as History also cover aspects of SRE as topics occur. Teachers will respond, of course, if they are asked questions
- IT in Year 7 covers aspects of sex and relationship education related to e-safety and online behaviour
- Form Period: Thought for Thursday discussion topics

- If appropriate, students will always be advised to seek advice from their parents or from relevant health service professionals

g) **Other Interventions**

The School will use other interventions when opportunities arise. This includes services provided by Bucks Safe Guarding Board and Barnardo's.

5. Confidentiality and Safeguarding

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Child Protection Policy. In line with the policy, where an adult believes a child may be at risk the Designated Safeguarding Lead (or in their absence one of the Additional Designated Safeguarding Leads) should be consulted as soon as possible.

Other school policies, in particular Anti-bullying, Behaviour and Equality, support the approach to SRE. A school counsellor and Matron are available to deal with issues of a particularly sensitive nature-

6. Monitoring and Evaluating SRE

SRE will be monitored by the school's PSHCE Coordinator and AH Student Development. The delivery within Biology is monitored by the Subject Leader. It is their responsibility to:

- Ensure that SRE occurs in the school curriculum according to the schemes of work
- Monitor the teaching and learning, providing resources and support as required
- Evaluate the effectiveness of the programme
- Ensure any information from external sources is shared with staff to ensure the school is aware of and responding to any local or national issues, particularly around the impact of the digital world and issues associated with Child Sexual Abuse such as sexting and child sexual exploitation

The policy will be reviewed every 3 years or as necessitated by further development needs and opportunities.

7. Withdrawal of students from SRE

Parents/carers have the right to withdraw their sons from all or part of the SRE provided by the School except for those elements included in the statutory curriculum. Parents/Carers should be aware, however, that SRE can occur at any time if it arises naturally from class discussion. Parents wishing to exercise their right are asked to discuss their initial concerns with the Head of Year or the PSHCE Coordinator, but authorisation for any student to be withdrawn for SRE can only be granted by the Headmaster.