

# SUTTON GRAMMAR SCHOOL



## RELATIONSHIPS AND SEX EDUCATION POLICY

<b>Staff member with responsibility:</b>	Kate Ross, Deputy Head
<b>Reviewed by:</b>	Board of Trustees
<b>Policy Agreed date:</b>	July 2023
<b>Next review date:</b>	July 2024

### **1. INTRODUCTION AND AIMS:**

The Relationships and Sex Education curriculum at Sutton Grammar School is designed to ensure all of our young people are equipped with the understanding, skills and confidence to navigate the many pressures and challenges that arise from relationships in modern society. The spiral curriculum is designed to take pupils on age-appropriate journey that, at every stage, underscores the importance of having positive and fulfilling relationships with others and creates a positive culture around sexuality and relationships. As a result, we hope that our students will be empowered to make responsible and informed decisions and enjoy happy and fulfilling relationships throughout their lives.

### **2. LINKS TO OTHER POLICIES AND DOCUMENTS:**

Documents that inform Sutton Grammar School's Relationships and Sex Education Policy include:

- Education Act (1996)
- Children and Social Work Act (2017)
- Equality Act (2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019)

This policy should also be considered alongside the school's Safeguarding Policy.

### **3. THE RSE CURRICULUM:**

An overview of the RSE curriculum is set out in Appendix 1. This curriculum has been developed in consultation with key stakeholders, including students and parents. The curriculum has been designed to be relevant to and inclusive of all students; and takes into account the age, needs and feelings of the students.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

### **4. CURRICULUM DELIVERY:**

Within the RSE curriculum facts are presented in an objective and balanced way with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion, and cultural and religious beliefs.

RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are also included in the RE curriculum.

Students also receive sessions delivered by trained health professionals.

Students are expected to engage fully with the RSE curriculum and, when discussing issue relating to RSE, treat others with respect and sensitivity. Advice/information is part of the programme. Sensitive issues will be discussed in an open and honest way that is relevant both to individuals and groups of young people and which reflects respect for all groups within society.

Students sometimes approach teachers with concerns relating to sex and relationships; confidentiality is observed as much as possible; although teachers will make informed judgements about confidentiality and the individual student's needs and overall well-being in line with the school's Safeguarding Policy. In these instances we will reassure students that staff will act in their best interests, and that this may involve the sharing of information if there is a risk of harm. Students will be told if information is to be shared and will be offered appropriate support. Teachers should consult with the DSL, the Safeguarding Team, Heads of Year and SENDCO as appropriate. The School Nurse is also available to offer advice to young people on a one to one basis.

#### **5. INCLUSIVITY**

We will teach about the topics within the RSE curriculum in a manner that considers how a diverse range of students will relate to them and is sensitive to all students' experiences. In lessons, we ensure that all students feel safe and supported and able to engage with key messages.

We also make sure that all students learn about these topics in an environment that is appropriate for them; this could be for example a whole-class setting; small groups or targeted sessions; or one to one discussions. We give careful consideration to the level of differentiation needed.

#### **6. STAFF TRAINING:**

A team of specialist staff deliver the Personal Development Programme and they have ongoing training with regards the delivery of the RSE programme and specific topics within it as part of the school's staff CPD programme; alongside this, staff have individual training and support sessions led by the Head of Personal Development and Citizenship to ensure that staff feel confident and have the knowledge and skills to be able to deliver the programme effectively.

The Head of Personal Development and Citizenship and the Deputy Head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **7. STUDENT WITHDRAWAL:**

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be made in writing and addressed to the Headmaster. Alternative work will be given to students who are withdrawn from sex education.

Parents cannot withdraw their child from the relationships education in RSE.

The parents' choice to withdraw a child from RSE does not affect the child's right to use confidential health services provided at school or elsewhere.

## **8. MONITORING AND EVALUATION**

The Head of Personal Development and Citizenship, in liaison with the Deputy Head, is responsible for the monitoring and co-ordination of the delivery of the RSE programme; as well as ensuring it is following DfE guidelines.

The school also carries out an annual review of RSE provision, including the use of student voice and lesson observations to review and tailor the programme to match the needs of the students.

The Relationships and Sex Education Policy will be reviewed annually by the Deputy Head and then approved by the Trust.

APPENDIX A: CURRICULUM MAP OF RELATIONSHIP AND SEX EDUCATION

Families – pupils should know						
	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.
9HT2	9HT2	9HT2	9HT2	9HT2	9HT2	7HT5
13HT2	13HT2	13HT2	13HT2	13HT2	13HT2	9HT2
						13HT2

Respectful relationships including friendships - Pupils should know:							
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.
7HT2	7HT5	7HT4	7HT6	7HT2	13HT2	11HT2	7HT6
7HT5	11HT2	7HT6	8HT3	8HT1		12HT2	8HT3
10HT3	13HT2	8HT3	8HT6				8HT6
12HT1		8HT6	9HT1				9HT1
13HT2		9HT1	11HT2				
		10HT6					
		11HT2					
		12HT2					

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<b>Online and media - Pupils should know:</b>							
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.
7HT2	8HT1	8HT1	8HT1	9HT5	9HT5	9HT5	9HT5
8HT1	9HT5	9HT5	9HT5	11HT2	11HT2	11HT2	
9HT5		12HT4	12HT4	11HT3	11HT3	11HT3	

<b>Being safe - Pupils should know:</b>	
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).
7HT3	8HT5
9HT3	10HT3
10HT3	12HT4
12HT4	13HT2
13HT2	

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<b>Intimate and sexual relationships, including sexual health - Pupils should know:</b>											
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.	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.
7HT2	8HT6	7HT3BIO	8HT6	9HT4	7HT6BIO	7HT6BIO	10HT2	9HT4	9HT4	8HT6	9HT4
7HT5	10HT2	10HT5BIO	10HT2	10HT2	9HT4	10HT2		9HT2BIO	9HT2BIO	9HT6	9HT6
8HT3	12HT4		12HT4	12HT4	10HT5BIO					12HT5	
8HT6	13HT2				12HT4						
10HT2											
10HT3											
11HT2											
12HT4											
13HT2											
<b>13HT3</b>											

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<b>Mental wellbeing - Pupils should know:</b>					
how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	that happiness is linked to being connected to others.	how to recognise the early signs of mental wellbeing concerns.	common types of mental ill health (e.g. anxiety and depression).	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
7HT1	7HT2	7HT1	10HT4	8HT1	7HT1
10HT4	7HT5	8HT1	11HT1	10HT4	8HT2
11HT1	8HT1	10HT4		11HT1	10HT4
	11HT1	11HT1		12HT1	11HT1+
	12HT1	12HT1			12HT1

<b>Internet safety and harms - Pupils should know:</b>	
the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
7HT4	8HT1
8HT1	
8HT2	
10HT5	
11HT2	



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<b>Physical health and fitness - Pupils should know:</b>		
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	about the science relating to blood, organ and stem cell donation.
7HT1	7HT3BIO	10HT3BIO
8HT2	8HT2	
10HT2BIO	8HT2BIO	
13HT4	10HT2BIO	
	13HT4	
<b>Healthy eating Pupils should know</b>		
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.		
7HT3BIO		
8HT2BIO		
10HT1		
13HT4		

<b>Drugs, alcohol and tobacco - Pupils should know:</b>					
the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	the law relating to the supply and possession of illegal substances.	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	the physical and psychological consequences of addiction, including alcohol dependency.	awareness of the dangers of drugs which are prescribed but still present serious health risks.	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
8HT5	8HT5	8HT5	8HT5	11HT4	8HT1BIO
9HT6	9HT6	11HT4	11HT4	12HT5	11HT4
9HT5BIO	11HT4	12HT5	12HT5		12HT5
11HT4	12HT5				
12HT5					

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<b>Health and prevention - Pupils should know:</b>				
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	(late secondary) the benefits of regular self-examination and screening.	the facts and science relating to immunisation and vaccination.	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
9HT2BIO		10HT1	9HT2BIO	7HT3
10HT1		13HT4		8HT2
				10HT1
				13HT1

<b>Basic first aid - Pupils should know:</b>		
basic treatment for common injuries.	life-saving skills, including how to administer CPR.	the purpose of defibrillators and when one might be needed.
10HT5PE	10HT5PE	10HT5PE

<b>Changing adolescent body - Pupils should know:</b>	
key facts about puberty, the changing adolescent body and menstrual wellbeing.	the main changes which take place in males and females, and the implications for emotional and physical health.
7HT3BIO	7HT4
	8HT2

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### With regards to all of the above:

*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.*

*Pupils should 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)

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