

# Langley Grammar School



## Relationships and Sex Education Policy

September 2021

### 1. Background

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At Langley Grammar School we aim to ensure that students are able to develop a healthy attitude towards relationships and sexual matters by giving information and providing opportunities for discussion in appropriate contexts and at suitable times throughout their secondary school life.

### 2. Statutory requirements and guidance

#### a) **Legislative framework**

This policy takes full account of the school's legal obligations under **The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**, made under sections 34 and 35 of the **Children and Social Work Act 2017**, and latest DfE statutory guidance **Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)**.

Schools are also required to comply with relevant requirements of the **Equality Act 2010** and pay particular attention to the Public Sector Equality Duty (PSED) (s.149 of the Equality Act). As an academy trust, we are also required by our funding agreement with the DfE to have regard to guidance issued by the secretary of state as outlined in section 403 of the **Education Act 1996**.

#### b) **Consultation and feedback**

This policy and the school's PSHE provision has been informed by the work of the Slough PSHE Network and the Slough Youth Parliament, who have worked with school leaders to develop a PSHE curriculum which addresses students' needs.

A draft version of this policy was sent to parents for consultation at the end of the summer term 2021, and responses have been incorporated into the final policy. The school will maintain an ongoing dialogue with parents in regard to the delivery of the relationships and sex education elements of the curriculum.

### 3. What Is RSE?

The term Relationships and Sex Education (RSE) is used in DfE guidance and in this policy rather than *sex education*. This is to emphasise an approach that begins with the importance of healthy relationships and goes beyond provision of biological information to focus on attitudes and values, and the development of self-esteem and the skills to manage relationships. According to DfE guidance, the purpose of RSE is to....

*..... give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.*

**DfE Relationships and Sex Education Guidance, 2020**

RSE is therefore concerned with the emotional, social and cultural development of children and young people. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

The school has a key role, in partnership with parents and carers, in providing RSE. Parents and carers are the prime educators for children and young people on many of these matters. Our role as a school is to complement and reinforce this role, building on what is learnt at home. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

#### 4. Aims of RSE at Langley Grammar School

By creating a positive culture around the discussion of issues of sexuality and relationships, and a framework in which sensitive discussions can take place, relationships and sex education at Langley Grammar School aims to help students:

- a) Develop a clear age-appropriate **knowledge and understanding** of
  - physical and sexual development and the importance of health and hygiene
  - accurate vocabulary to describe themselves and their bodies
  - human sexuality, sexual health, emotions and relationships;
  - what the law allows and does not allow, and the wider legal implications of decisions they may make.
  - contraception and safe sexual practices
  - sexual health advice and support services;
- b) Reflect on their own **attitudes and values** including
  - the value of positive, stable and loving relationships
  - the importance of individual conscience and moral considerations
  - the value of respect, love and care
  - self-respect, confidence and empathy towards others
  - an understanding of differences with an absence of prejudice
  - consideration and understanding of moral dilemmas
- c) Develop **personal and social skills** which include:
  - learning to manage emotions and relationships confidently and sensitively
  - developing an appreciation of the consequences of choices made;
  - managing conflict
  - how to recognise and avoid exploitation and abuse
  - developing critical thinking as part of decision making.

Langley Grammar School's approach to RSE includes

- the taught RSE programme
- pastoral support for students who experience personal difficulties or concerns
- provision of appropriate factual information and signposting to advice and support services, for example through displays, the Student Support office and the assembly programme.

## 5. Values framework

We teach RSE...

- so our students develop the socio-emotional skills to navigate their way through the changes to their bodies, their minds, and the society around them,
- to create opportunities, in a safe space, for students to explore and discuss the choices they can make to live a healthy lifestyle,
- to ensure that students understand what the law says and requires in regard to those who have protected characteristics – learning how to accept different views, even if they don't subscribe to them for themselves.

We have a duty to...

- be sensitive to the needs, physical age and emotional maturity of our students,
- treat sensitive or controversial issues in an impartial and balanced way, but also recognising the unconscious messages students will hear,
- deliver content in an appropriate way.

In relation to the school's ethos, we therefore support students to be

- **Confident** – in their understanding of their own identity and that of others in modern Britain
- **Well-rounded** – balanced individuals who understand the difficulties that people face from the conflicting messages that society presents to them
- **Independent** – understanding that there is always a place for opinion, and this gives them the life skills to be successful in many different contexts
- **Creative** – able to communicate their ideas safely and legally
- **Responsible** – sufficient knowledge and understanding to make careful, informed choices
- **Caring** – recognising that it's not always what you say, but how you say it that matters.

RSE involves consideration of a number of sensitive issues about which different students – and their parents – may hold strong and varying views. The school's approach to RSE is balanced and seeks to take account of, and be sensitive to, different viewpoints. We respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 6. Equal Opportunities

Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership<sup>11</sup>, or sexual orientation (collectively known as the protected characteristics).

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE takes account of:

### a) **Ethnic, religious and cultural diversity**

Different ethnic, religious and cultural groups may have differing attitudes to relationships and sexual issues; students should be made aware of these different viewpoints.

**b) Varying home backgrounds**

We recognise that our students may come from a variety of family backgrounds and home situations. RSE is taught within the broad context of family life taking care to ensure that there is no stigmatisation of students based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, and some students may have a different structure of support around them; for example, looked after children or young carers.

**c) Gender**

Girls often tend to have greater access to RSE than boys, both through media and the home. We consider the needs of all students using approaches that will actively engage them irrespective of gender. We will be proactive in combating sexism, sexual harassment and abuse.

**d) Sexual orientation**

A proportion of any school's students will go on to define themselves as gay, lesbian, bi-sexual or transgender (LGBT) at some point in their lives. Students may also have LGBT parents/carers, brothers or sisters, other family and /or friends. All our students will meet and work with LGBT people at some point in their life; consequently, our approach to RSE includes sensitive, honest and balanced consideration of sexuality and sexual orientation. Our pastoral support will take account of the needs of LGBT students. As a school, we also actively tackle homophobic and transgender bullying.

**e) Special needs education**

When necessary, we also take account of the fact that some students may have emotional or behavioural difficulties or physical difficulties that result in particular needs in relation to the RSE curriculum.

## **7. Roles and responsibilities**

All groups who make up the Langley Grammar School community have entitlements and responsibilities regarding RSE. In particular:

**The senior leadership team (SLT)** will support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing;

**The Personal and Citizenship Studies (PCS) Coordinator** will maintain an overview of RSE provision and have some responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision and schemes of work to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching staff** are all involved in the school's RSE provision in some capacity or another; some teach RSE through the PCS programme and some through science and other curriculum areas. The majority of teachers will act as form tutors, and all teachers play an important pastoral role by offering support to students; any teacher could be approached by a student who experiencing difficulty regarding a sex or relationship issue.

Teachers will be aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training if required. Teachers do not have the automatic right to opt out of teaching RSE curriculum content but should discuss any concerns they may have with senior staff; such concerns will be handled sensitively and where possible mutually agreeable solutions found to ensure that the curriculum is delivered effectively.

**Student Support and other support staff** have access to information about the RSE programme and can support in their pastoral role if circumstances necessitate it.

**Governors** have responsibilities for the school's policy framework. They will hold the headteacher to account for the implementation of this policy and receive regular reports on its effectiveness of this policy. As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

**Parents/carers** have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their son or daughter from dedicated sex education lessons if they wish. Langley Grammar School will take account of any religious issues or parental concerns, however, students will not automatically be removed from lessons unless a parent makes a formal request to the Headteacher. The school's approach to RSE will encourage dialogue between parents/carers and their children prior to some key aspects of the educational programme. The value of family life will always be promoted within the RSE curriculum.

**The Behaviour and Welfare Practitioner** is a trained counsellor and plays a key role in RSE both in terms of pastoral support for students and advice for staff. Students can self-refer and the BWP/counsellor can provide or signpost them to support for personal difficulties.

**Outside agencies and speakers** will be involved in some aspects of the RSE programme as and when required. The school will also promote relevant outside agencies that students can access. Outside agencies and speakers will be carefully chosen to ensure students are presented with balanced views and are not exposed to campaigning on behalf of any particular issue.

**Students** have an entitlement to age and circumstances appropriate RSE and to pastoral support. At certain times, they will be consulted about their RSE needs and their views will be taken into account when developing the provision.

## **8. Parental concerns and withdrawal of students**

In addition to having the right to see this policy, parents will receive further information about the content of the RSE programme at appropriate times, including the annual autumn term parent briefings.

Parents have the legal right to withdraw their children from some or all of **sex education** delivered as part of statutory RSE up to and until the third term before their 16th birthday. They do not have the right to withdraw their children from **relationships** education, those aspects of RSE that are taught through the Science curriculum, or where RSE issues arise incidentally in other subject areas. This is made clear to parents at the beginning of Year 7 and on subsequent occasions as appropriate.

Requests to withdraw from sex education must be made directly to the Headteacher. Before granting any such request the Headteacher or another member of the Senior Leadership Team will discuss the request with parents and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

## **9. Safeguarding**

Staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If such a disclosure arises, the member of staff will consult with the designated safeguarding lead.

Students will be signposted to appropriate sources of advice and guidance and will be able to speak confidentially to member of staff if they wish.

## **10. Consultation and review**

This policy has been developed in consultation with key staff, students and parents and is subject to a regular cycle of review on an annual basis.

Policy review will include an assessment of the needs of the students and how they may have changed, an evaluation of the effectiveness of materials and resources, and seeking the opinions of parents and students through surveys or group discussions as appropriate.

Parents will be provided with further information about the programme during the year, including during online parents' briefings and will be invited to feed back their views.

## **11. Ratification and review**

**Approved by the Headteacher:**

**August 2021**

**Ratified by the Governing Board:**

**October 2021**

**Review date:**

**June 2022**

## **Appendix 1 - The RSE curriculum programme**

### **a) Aims of the programme**

The overall aims of the RSE programme are to:

- provide accurate information about, and understanding of RSE issues;
- dispel myths;
- explore a range of attitudes towards RSE issues and to help students to reach their own informed views;
- develop respect and care for others;
- increase students' self-esteem;
- develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

### **b) Programme content.**

The RSE programme is structured in a developmental manner so that issues are explored in greater depth as students mature.

The intended programme is set out in Appendix 2 but will be reviewed annually and adapted to the needs of each year group within a changing societal context. The needs and experiences of Year 7 now may be different to those of the current Year 11s when they were in Year 7.

### **c) Curriculum delivery.**

The taught RSE programme is delivered:

- through Science lessons which deal with the biology of reproduction
- as part of the school's approach to PSHE and Citizenship
- through Philosophy & Ethics lessons dealing with ethical questions and religious viewpoints
- on non-timetable 'Focus Days'
- by visiting speakers from organisations appropriate to the students age and the topic covered
- through assemblies led by school leaders, students or visitors.

The majority of the RSE programme is delivered through extended tutor time in Year 7 and timetabled Personal and Citizenship Studies (PCS) lessons in Years 8-11.

### **d) Methodology and resources.**

A wide range of teaching methods are used that enable students to actively participate in their own learning. This includes the use of quizzes, case studies, research, role play, videos, small group participation and discussion and use of appropriate guest speakers.

Where it is regarded as particularly beneficial, students may be divided into single gender groups for a part or the whole of a lesson. Occasional use of theatre in education productions and outside speakers will also form part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not 'put on the spot' or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to our students.

#### **e) Answering students' questions**

We believe that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They establish clear parameters of what is appropriate and inappropriate in class by discussing clear ground rules with students.

#### **f) Monitoring and evaluation**

The programme will be regularly evaluated by the PCS Coordinator and the Senior Leadership Team lead for personal development. Views of students, parents and the teachers who deliver the programme, will be used to make changes and improvements to the programme on an on-going basis.

#### **h) Confidentiality and informing parents/carers**

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection and safeguarding procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving safeguarding and child protection issues, staff will make careful judgements about whether or not a third party needs to be informed. This judgement will be discussed with the Designated Safeguarding Lead and will be based upon:

- a) The seriousness of the situation and the degree of harm that the student may be experiencing.
- b) The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff will seek the consent of the student to do so. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.



## Appendix 2

### Personal and Citizenship Studies Programme

The curriculum plan below sets out the intended topics for teaching in 2021-22. This is not a fixed '5 year programme' and will be reviewed each year to adjust the curriculum content in response to the needs of students.

Year 7	Year 8	Year 9	Year 10 and 11
<b><i>PCS topics which fall outside the Relationships and Sex Education programme</i></b>			
<ul style="list-style-type: none"> <li>Dealing with change</li> <li>Mindfulness, worry and sleep</li> <li>Risky behaviour</li> <li>Smoking</li> <li>Alcohol</li> <li>Fixed mindset?</li> <li>Parliament – debate and laws</li> <li>Water safety</li> </ul>	<ul style="list-style-type: none"> <li>Self belief vs. self-harm</li> <li>Random acts of kindness</li> <li>Child human rights</li> <li>Global health inequalities</li> <li>Smoking legislation</li> <li>Potential: developing a mastery work ethic</li> <li>The banking system</li> <li>Credit swaps</li> <li>Fake news</li> <li>Integrity and lying</li> </ul>	<ul style="list-style-type: none"> <li>Digital facades</li> <li>Mindfulness</li> <li>Radicalisation</li> <li>White Nationalism</li> <li>Knife Crime</li> <li>Bulimia</li> </ul>	<ul style="list-style-type: none"> <li>Emotional wellbeing</li> <li>Stress management – not just saying “I’m fine”</li> <li>Locus of control</li> <li>Planning for a successful future</li> <li>Child carers</li> <li>Bereavement</li> <li>Reducing risk - healthy lifestyle</li> <li>Breast, cervical, testicular &amp; prostate cancer</li> <li>Applying for jobs - interview technique, business dress and body language</li> <li>Dealing with feedback</li> <li>The Cinderella nightmare – alcohol, drugs &amp; legal highs</li> </ul>
<b><i>Topics which form part of the Relationships and Sex Education programme</i></b>			
<ul style="list-style-type: none"> <li>Friendships and relationships - the characteristics of healthy relationships</li> <li>Different types of families</li> <li>Dealing with bullying</li> <li>Online safety</li> <li>Puberty changes</li> <li>Choices – identity and influences</li> <li>Equality and the law</li> </ul>	<ul style="list-style-type: none"> <li>Healthy teenage lifestyle</li> <li>Hormones and puberty</li> <li>Sexual harassment, abuse and violence</li> <li>The perfect body image?</li> <li>Nudes and semi-nudes (youth-produced sexual imagery)</li> <li>Pornography</li> <li>Staying safe - in real life and online</li> </ul>	<ul style="list-style-type: none"> <li>Friendship resolution</li> <li>Disagreeing with parents – when worlds collide</li> <li>Myths of masculinity</li> <li>Fake femininity</li> <li>Gender dysphoria and transgender</li> <li>Spectrum of gender and sexuality</li> <li>Intersectionality: sexuality and religion</li> <li>Healthy intimate relationships (consent)</li> <li>Abortion</li> </ul>	<ul style="list-style-type: none"> <li>The language of sexuality – talking sensitively</li> <li>Recognising our identity &amp; society's 'expectations'</li> <li>Equality &amp; the law – protected characteristics</li> <li>Healthy romantic relationship vs. abusive</li> <li>The importance of consent – identifying and managing sexual pressure</li> <li>Safer sex; protecting sexual and reproductive health</li> <li>Contraception choices</li> <li>Pregnancy and parenthood – rights and responsibilities</li> <li>Seeking support</li> <li>The language of gender</li> <li>Feminism and #MeToo</li> <li>The Cinderella nightmare – parents, parties and casual relationships</li> <li>Dealing with harassment and abuse</li> <li>Understanding menopause</li> </ul>

## Appendix 3

### Learning Outcomes - secondary

This section is taken from the DfE statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)*.

**Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• 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.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• 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.</li><li>• 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.</li></ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• 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.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• 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).</li><li>• 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.</li><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li><li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li><li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li><li>• 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.</li></ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li><li>• about online risks, including that any material someone provides to another has</li></ul>

	<p>the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <ul style="list-style-type: none"> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• 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.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>