



# Langley Grammar School

## Relationships and Sex Education Policy

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. This policy takes full account of the school's legal obligations and the latest DFE guidance 'Sex and Relationships Education Guidance' (2000).

### 1. What Is RSE?

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

According to DfE guidance, RSE is:

*'... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.*

**DFE 'Sex and Relationships Guidance', 2000**

The guidance suggests that RSE should have the following three elements:

#### ***i) Knowledge and Understanding:***

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, sexual health, emotions and relationships;
- Learning about contraception and a range of local and national sexual health advice and support services;
- Learning the reasons for delaying sexual activity, the benefits to be gained from such a delay;
- The avoidance of an unplanned pregnancy.

#### ***ii) Attitudes and Values:***

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision making.

#### ***iii) Personal and Social Skills:***

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self respect and empathy for others;
- Learning to make choices based on an understanding of differences with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

Langley Grammar School's approach to RSE consists of:

- The taught RSE programme;
- Pastoral support for students who experience personal difficulties or concerns and approach staff for help;
- The provision of appropriate information through display and via the Student Support Office and through the assembly programme.

## **2. Why provide RSE?**

Maintained secondary schools in the England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

The overall aims of the school and National Curriculum are:

1. To provide opportunities for all students to learn and achieve
2. To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

The DFE 'Sex and Relationships Guidance' (2000) recommends that 'effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'.

The School has a key role, in partnership with parents/carers, in providing RSE. 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.

## **3. Morals and Values Framework**

Our approach to RSE is conducted within a clear framework based on the following principles:

- The value of stable and loving relationships;
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, religions, sexuality, feelings and views;
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion;
- The right not to be abused or taken advantage of by other people;
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students are entitled to:

- Knowledge that is age and circumstance appropriate;
- Access to information, advice and support from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The School's approach to RSE is balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We endeavour to have an approach that is educational, rather than one based on propaganda.

#### 4. Equal Opportunities

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) *The needs of boys as well as girls***

Girls tend to have greater access to RSE than boys, both through media (particularly teenage magazines) and the home. We consider the needs of boys, as well as girls, and approaches that will actively engage them; we are also proactive in combating sexism and sexist bullying.

**b) *Ethnic, religious and cultural diversity***

Different ethnic, religious and cultural groups may have different attitudes to sex and relationship issues; students should be aware of these different groups and their viewpoints.

**c) *Varying home backgrounds***

We recognise that our students may come from a variety of family backgrounds and home situations. We shall take care to ensure that there is no stigmatisation of students based on their home backgrounds.

**d) *Sexual orientation***

On average, about 5% of any school's students will go on to define themselves as gay, lesbian, bisexual, trans-gender or questioning (LGBTQ) at some point in their lives. Students may also have LGBTQ parents/carers, brothers or sisters, other family and /or friends. All our students will meet and work with LGBTQ people at some point in their life; consequently, our approach to RSE will include sensitive, honest and balanced consideration of sexuality and sexual orientation. Our pastoral support will take account of the needs of LGBTQ students. As a school, we also actively tackle homophobic 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 RSE needs.

#### 5. A Whole School Approach

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

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

***The Subject Leader for PCS*** 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. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences difficulty regarding a sex or relationship issue. Teachers will be consulted about the School's approach to RSE and 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.

***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 receive regular reports on the implementation and effectiveness of this policy.

**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 is always promoted within RSE.

**The School Counsellor** plays a role in RSE both in terms of pastoral support for students. Students can self-refer and the counsellor can also support them with personal and some academic difficulties.

**Outside agencies and speakers** will be involved in some RSE lessons and as and when required or thought necessary by the subject leader. The school will also promote relevant outside agencies that students can access.

**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.

## **6. Ratification and review**

**Reviewed by Students, Staff and Community Committee June 2018**

**Approved by the Headteacher: June 2018**

**Review date: June 2019**

## **Appendix 1 - The Taught RSE Programme**

The taught RSE programme is delivered as part of the School's approach to PSHE and Citizenship.

### **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) Place in the curriculum.**

The main RSE programme is delivered through PCS lessons. In addition, certain biological aspects are delivered within science lessons through modules linked directly to aspects of reproduction.

### **c) Content and learning objectives.**

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

### **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, DVDs, small group participation and discussion and use of appropriate guest speakers.

Where it is regarded as particularly beneficial, students are 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**

The School believes 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 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 student

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

The programme will be regularly evaluated by the Subject Leader in charge of PCS. Views of students and teachers, who deliver the programme, will be used to make changes and improvements to the programme on an on-going basis.

**g) Parental concerns and withdrawal of students**

Parents have a legal right to withdraw their children from dedicated ‘sex education’ lessons. They do not have the right to withdraw their children from those aspects of RSE that are taught by National Curriculum Science or where RSE issues arise incidentally in other subject areas. This is made clear to parents at the beginning of Year 7 when every student gets a letter sent home which is returned only if parents wish their son or daughter to be withdrawn.

**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 Officer (the Deputy Headteacher) and will be based upon:

1. The seriousness of the situation and the degree of harm that the student may be experiencing.
2. 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.

**Ratification and review dates**

Approved by the Governing Body on 22 October 2013

Review date: .....October 2016.....

## Appendix 1 - RSE Programme Overview

Programme overviewThe following provides an overview of topics taught and at within what age range. These are subject to small changes but the level and detail will always remain age and circumstance appropriate. Any major changes to this curriculum will be shared with parents/carers prior to delivery.

Year Group and Topic	Delivered by
<b>Year 7</b> <ul style="list-style-type: none"> <li>• Marriage and wedding ceremonies in different religions and cultures (Christianity, Judaism)</li> <li>• Relationships with parents</li> <li>• Basic introduction to human development; menstruation, conception and foetal development</li> <li>• Physiological and mental changes caused by adolescence</li> <li>• ‘Family matters’ – sisters, brothers, oldest, youngest, only child</li> </ul>	Philosophy and Ethics, the Science Department and through PCS
<b>Year 8</b> <ul style="list-style-type: none"> <li>• Marriage and wedding ceremonies in different religions and cultures (Islam, Hinduism)</li> <li>• Changes at puberty – links to work covered in science</li> <li>• The implications of puberty – includes exercise, rest and personal hygiene</li> <li>• You and your feelings – self confidence and self esteem</li> <li>• Friends and friendship</li> <li>• Abuse and Childline</li> </ul>	Philosophy and Ethics, the relevant Science Department and through PCS
<b>Year 9</b> <ul style="list-style-type: none"> <li>• Relationships with parents</li> <li>• Qualities that make a successful boy/girl relationship</li> <li>• Why relationships might fail</li> <li>• Biology of human inheritance</li> <li>• Adolescence and You – develop your own identity, goals and ambitions</li> <li>• Getting on with parents</li> <li>• Relating to and close relationships and friendships</li> </ul>	Philosophy and Ethics, the relevant Science Department and through PCS
<b>Year 10</b> <ul style="list-style-type: none"> <li>• Love, marriage, partnerships and divorce</li> <li>• Attitudes to contraception, abortion, genetic engineering</li> <li>• Third World issues</li> <li>• Menstrual cycle/Sex hormones</li> <li>• Getting along – what causes conflict and how to resolve it</li> <li>• Friends and relationships</li> <li>• Sex and sexuality – outside drama group often used</li> <li>• Homosexuality – the law, myths. (non judgmental)</li> <li>• Equal opportunities and sexual harassment</li> </ul>	Philosophy and Ethics, the relevant Science Department and through PCS
<b>Year 11</b> <ul style="list-style-type: none"> <li>• Issues concerning women e.g. human reproduction, genetic engineering and contraception and the benefits of family planning</li> <li>• Genetics – sex determination, genetic abnormalities, genetic engineering</li> <li>• Family life, conflict, separation, divorce and bereavement</li> <li>• What are YOUR moral values ?</li> </ul>	PCS
<b>Years 12 and 13</b> <ul style="list-style-type: none"> <li>• Ethics – abortion, cloning, eugenics</li> <li>• Human health and disease including AIDS</li> <li>• Inherited diseases</li> <li>• Sexual issues</li> </ul>	Religious Education AS/A2 AS Biology, A2 Biology Sixth Form core curriculum talks

## **Learning Outcomes**

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk are part of the national Curriculum science requirements.

### **By the end of Key Stage 3.....**

#### **Students will be able to:**

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be aware of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

#### **Students will know and understand:**

- that fertilisation in humans is the fusion of a male and a female cell\*
- the physical and emotional changes that take place during adolescence\*
- about the human reproductive system, including the menstrual cycle and fertilisation\*
- how the foetus develops in the uterus\*
- how the growth and reproduction of bacteria and the replication of viruses can affect health\*
- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- about when and where to get help, such as at a genito-urinary medicine clinic

#### **Students will have considered:**

- the benefits of sexual behaviour within a committed relationship
- how their self-image affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- issues such as the costs of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibility mean in relationships.



## **By the end of Key Stage 4.....**

### **Students will be able to:**

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves

### **Students will know and understand:**

- the way in which hormonal control occurs, including the effects of the sex hormones\* some medical uses of hormones including the control and promotion of fertility\*
- the defence mechanisms of the body\*
- how sex is determined in humans\*
- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend for their success on maturity and commitment.

### **Students will have considered:**

- their developing sense of sexual identity how personal, family and social values influence behaviour
- the moral arguments around issues such as abortion; contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.