



**MAYFIELD GRAMMAR SCHOOL**  
**GRAVESEND**

# **RELATIONSHIP AND SEX EDUCATION POLICY**

**Approved by:**

**Last reviewed on:**

March 2023

**Next review due by:**

March 2025

## RELATIONSHIP AND SEX EDUCATION POLICY

### 1. AIMS

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

#### Attitude and Values

- To learn the importance of values and individual conscience and moral considerations.
- To learn the value of family life, marriage and stable loving relationships for the nurture of children.
- To learn the value of respect, love and care.
- To explore, consider and understand moral dilemmas.
- To develop critical thinking as part of decision making.

#### Knowledge

- To learn and understand about physical development.
- To understand about human sexuality, sexual health, emotions and relationships.

#### Personal and Social Skills

- To learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- To learn to make informed choices.
- To develop an appreciation of the consequences of the choices they make.
- To be able to manage conflict.
- To learn how to recognise and avoid exploitation and abuse.

### 2. STATUTORY REQUIREMENTS

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Mayfield Grammar School, Gravesend we teach RSE as set out in this policy.

### 3. POLICY DEVELOPMENT

This policy has been developed in line with statutory requirements and our own values and ethos:

## **Mayfield Grammar School aims:**

- To promote an ambitious educational culture which strives for excellence for all.
- To offer a broad, balanced and challenging curriculum enabling all students to fulfil their academic potential.
- To stimulate intellectual curiosity, encourage independence and responsibility for their own learning.
- To develop confidence and resilience in all our students so that they acquire the skills needed for life-long learning.
- To foster and promote a sense of trust, respect for and tolerance of others within an inclusive school environment.
- To celebrate diversity within our school community.
- To encourage our students to make a positive contribution to the life of the school, wider community and to enhance their knowledge of global issues in order to become socially responsible global citizens.

## **School Ethos & Values**

At Mayfield Grammar School, we recognise that enjoyment and passion are integral to a successful and happy school experience and offer many opportunities to form new friendships, gain new skills, follow and discover new interests, all of which aid future opportunities and employability.

We are fully committed to implementing the British Values of democracy, rule of law, individual liberty, respect and tolerance for other religions through our curriculum and in all areas of school life.

Our school motto is “per aspera ad astra” (through adversity to the stars). We aim to develop students who uphold and promote the school aims through the following school values:

**Leadership:** to develop creative and innovative ethical leaders.

**Integrity:** to act honestly and with social responsibility towards one another and the wider community.

**Confidence:** to be ambitious for the future and develop a strong sense of independence, self-belief and self-worth.

**Respect:** to be trustworthy, tolerant and respectful individuals.

**Empathy:** to be considerate and mindful of the needs of others and encourage the well-being of all members of the school community.

**Resilience:** to show courage and determination in order to solve problems, overcome challenges and face adversity.

## **4. DEFINITION**

RSE is about the emotional, social and cultural development of pupils, and 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

## **5. CURRICULUM**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum document in Appendix 1.

## **6. DELIVERY OF RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils in Year 10 complete a Development and Wellbeing course which include stand-alone sex education lessons.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

## **7. ROLES AND RESPONSIBILITIES**

### **7.1 The governing body**

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- 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

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 headteacher.

### **Content and organisation**

Responsibility for delivery of Health Education is divided according to:

|               |                           |
|---------------|---------------------------|
| Years 7 + 8   | Lower School, led by JFT  |
| Years 9 - 11  | Upper School, led by JMT. |
| Years 12 + 13 | Sixth Form, led by BST    |

Within each area of the school, Learning Leaders have responsibility for their own year group and tutor team.

The programme will be taught within a number of different subjects and within a spiral curriculum determined by the age, maturity and needs of the pupils in each year group.

Teams of tutors under the direction of Learning Leaders will cover elements of the programme in PSHE session.

During Years 7-11, pupils receive their Relationship and Sex Education through their PSHE sessions, including the Development and Wellbeing course (Personal well-being), and other curriculum areas. Science staff will deliver those elements present in the National Curriculum Science programme of study, and subject staff will deliver the material contained their own schemes of work.

### **Teaching and Learning Styles**

The school aims to provide an informative, yet open approach to RSE, that will allow pupils to develop and evaluate their understanding.

The material will be delivered in a variety of ways depending on the age of the pupils, their learning styles and the content being taught. Activities may include:-

- structured group discussion
- brainstorming
- problem solving/decision making activities
- quizzes
- DVDs/films
- visiting speakers
- debates

### **Advice to pupils**

It is our intention and hope that as a result of teaching particular RSE topics, pupils feel confident to approach an appropriate adult (including teacher, parent etc) for advice or feel confident in knowing where and how to find support and guidance. In such circumstances, staff will continue to take a pastoral interest in the welfare and well-being of pupils, whilst taking care not to trespass on the rights and responsibilities of the parents.

- Pupils would be advised to seek advice from their parents and/or a qualified professional such as the school nurse, a doctor or local counselling service.

- As far as pupils under 16 are concerned, guidance notes will remind staff that giving individual advice on contraceptive advice without parental knowledge or consent would be an inappropriate exercise of their professional responsibilities as a teacher.
- Where there is a possibility that a pupil's conduct is likely to place them at moral or physical risk or in breach of the law, the teacher has a responsibility to ensure that the pupil is made aware of this and should follow the school's policy on child protection by informing the designated safeguarding lead.

#### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **8. PARENTS' RIGHT TO WITHDRAW**

Parents have the right to withdraw their children from the non-statutory/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 put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

### **9. TRAINING**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

### **10. MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by Assistant Headteachers and Learning Leaders through lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

## Appendix 1

[PSHE overview \(SOW\).docx \(sharepoint.com\)](#)

## Appendix 2: By the end of secondary school pupils should know

| TOPIC   | PUPILS SHOULD KNOW  |
|---|---|
| Families  | <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</li><li>• 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>   |
| Respectful relationships, including friendships | <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> |

| TOPIC            | PUPILS SHOULD KNOW   |
|------------------|--|
| Online and media | <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 the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <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> |
| Being safe       | <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>   |



| TOPIC  | PUPILS SHOULD KNOW   |
|--|--|
| Intimate and sexual relationships, including sexual health | <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</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</li> <li>• 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> |

### Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|  |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |