



Relationship and Sex Education policy Urmston Grammar

FEBRUARY 2020

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1. Aims

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

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

This supports Urmston Grammar’s principal aim which is to develop the full potential all pupils academically, artistically, emotionally, morally, physically and socially so that they are able to take their place in society as mature, discerning and caring adults.

Our RSE programme is developed 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.

The RSE programme covers 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.

Our RSE programme is not designed to encourage sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young

people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

If our RSE programme is effective, it should support people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

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 Urmston Grammar we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – the Headteacher, SLT and Pastoral Leaders have drawn together all relevant information including national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – all parents were invited to look at the policy, ask questions and make recommendations.
4. Pupil consultation – we created a pupil working party who worked with pastoral staff to investigate what students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, 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 as and when necessary.

We have developed the curriculum in consultation with parents, students and staff taking into account the needs and feelings of students. If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so students are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map 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).

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.

Students also receive stand-alone sex education sessions delivered by a trained health professional through Healthy Lifestyles workshops. At times we make use of external organisations to deliver information on specific topic areas e.g. domestic abuse.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision-making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;
- Managing conflict;
- Discussion and group work.

These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The Governing Body

The Governing Body will hold the Headteacher to account for the implementation of this policy.

The Governing Body has delegated the approval of this policy to The Curriculum/Personnel Committee.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students 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 students
- Responding appropriately to students 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.

Pastoral Leaders and Heads of School are responsible for co-ordinating the delivery of RSE and ensuring that RSE materials are age appropriate, up to date and relevant.

7.4 Students

Students 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 RSE.

Requests for withdrawal should be put in writing 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 students who are withdrawn from RSE.

9. Training

Staff are trained by Pastoral Leaders on the delivery of RSE; if staff require additional CPD they should speak to their Pastoral Leader and if appropriate request external CPD.

The Heads of School and Pastoral Leaders 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 Head of PSHE, Pastoral Leaders and Heads of School for each year group through pre-arranged lesson observations and drop ins.

Students' development in RSE is monitored by form tutors as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and Heads of School every three years. At every review, the policy will be approved by the Governing Body's Curriculum & Personnel Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7 PSE	1	<p><u>Life beyond school</u></p> <ul style="list-style-type: none">• Importance of sleep and relaxation• Getting to know people• Transition points in your life• Careers and your future• Financial education• What is a community <p><u>Health and wellbeing</u></p> <ul style="list-style-type: none">• Introduction to puberty• Personal hygiene• Growing up• Assertiveness, consent and hormones• Self esteem and empowerment

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7 PSE	2	<p data-bbox="1077 309 1491 336"><u>Relationship and sex education</u></p> <ul data-bbox="555 360 969 635" style="list-style-type: none"> • Consent and boundaries • Managing friendships • What makes a good friend • Respect and relationships • Self esteem • Peer pressure and influence <p data-bbox="1144 699 1424 726"><u>Celebrating diversity</u></p> <ul data-bbox="555 756 976 1070" style="list-style-type: none"> • Identity • The equality act • Breaking down stereotypes • Multicultural Britain • Prejudice and discrimination • Challenging Islamophobia

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7 PSE	3	<p><u>Staying safe online and offline</u></p> <ul style="list-style-type: none"> • Why not to join a gang • Staying safe online • Safety in gaming • Drugs and alcohol • Energy drinks • Why not to carry a knife <p><u>Careers</u></p> <ul style="list-style-type: none"> • Thinking about the future
Year 8 PSE	1	<p><u>Celebrating diversity and equality</u></p> <ul style="list-style-type: none"> • What is LGBTQ+ • Homophobia in society • Transphobia • Supporting someone who is LGBTQ+ <p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Health and wellbeing • Child abuse • Bullying • What is mental health? • Positive body image • Dealing with stress

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8 PSE	2	<p style="text-align: center;"><u>Rights, responsibilities and British values</u></p> <ul style="list-style-type: none"> • Decision making • How are laws made in society • Prison, reform and punishment <p style="text-align: center;"><u>Staying safe online and offline</u></p> <ul style="list-style-type: none"> • County line • Substance misuse • Grooming • Drugs and alcohol
Year 8 PSE	3	<p style="text-align: center;"><u>Careers</u></p> <ul style="list-style-type: none"> • Thinking about the future <p style="text-align: center;"><u>Relationships and sex education</u></p> <ul style="list-style-type: none"> • Sexual orientation • What is gender identity? • What is RSE? • Dealing with conflict • Healthy respectful relationships • What is love? • Introduction to contraception • Periods and menstrual cycle

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9 PSE	1	<p style="text-align: center;"><u>Life beyond school</u></p> <ul style="list-style-type: none"> • Failure to success • Social media and online stress • First aid • Importance of happiness • Anger management • Employment and financial management • Importance of saving money <p style="text-align: center;"><u>Careers</u></p> <ul style="list-style-type: none"> • Thinking about the future

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9 PSE	2	<p data-bbox="1070 309 1496 338"><u>Relationships and sex education</u></p> <ul data-bbox="555 360 958 679" style="list-style-type: none"> • FGM and the law • Sexual consent and the law • Pleasure and masturbation • Delaying sexual activity • Why have sex? • Relationships and partners • What are STI's? <p data-bbox="1144 699 1424 727"><u>Health and wellbeing</u></p> <ul data-bbox="555 750 1126 1024" style="list-style-type: none"> • Body confidence • Bullying in all forms • Dealing with grief and loss • Media and airbrushing • Self esteem • Cancer prevention and healthy lifestyles

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9 PSE	3	<p data-bbox="1070 309 1496 339"><u>Relationships and sex education</u></p> <ul data-bbox="546 363 1003 592" style="list-style-type: none"> <li data-bbox="546 363 770 394">• Treating STI's <li data-bbox="546 411 779 442">• Contraception <li data-bbox="546 459 1003 489">• Sexual harassment and stalking <li data-bbox="546 507 763 537">• HIV and AIDS <li data-bbox="546 555 965 585">• Discrimination and prejudice <p data-bbox="1160 609 1406 639"><u>Staying safe online</u></p> <ul data-bbox="546 663 853 794" style="list-style-type: none"> <li data-bbox="546 663 680 694">• Drugs <li data-bbox="546 711 853 742">• Types of addictions <li data-bbox="546 759 824 790">• Substance abuse

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10 PSE	1	<p data-bbox="1182 309 1431 336"><u>Life beyond school</u></p> <ul data-bbox="555 360 1016 635" style="list-style-type: none"> • Targeted advertising • Marriage – what is it? • Consumer protection and rights • Rights and responsibilities • Employment rights • Understanding a payslip <p data-bbox="1131 651 1532 678"><u>Staying safe online and offline</u></p> <ul data-bbox="555 710 904 984" style="list-style-type: none"> • Honour based violence • Forced marriage • Online gambling • Social media validation • Keeping your data safe • Causes of knife crime • Modern day slavery

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10 PSE	2	<p style="text-align: center;"><u>Careers</u></p> <ul style="list-style-type: none"> • Thinking about the future <p style="text-align: center;"><u>Relationships and sex education</u></p> <ul style="list-style-type: none"> • FGM • Sexting and sending nudes • Online pornography • Domestic abuse and domestic violence • Sexualisation in the media • Unhealthy relationships

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10 PSE	3	<p data-bbox="1167 309 1451 336"><u>Health and wellbeing</u></p> <ul data-bbox="607 360 1099 635" style="list-style-type: none"> • Child abuse • Screen time • Suicide • Self harm • Common types of mental ill health • Promoting emotional wellbeing <p data-bbox="1039 699 1579 726"><u>Rights, responsibilities and British values</u></p> <ul data-bbox="607 748 1111 927" style="list-style-type: none"> • Critical thinking and fake news • Exploring British values • Human rights and their importance • Balancing human rights

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11 PSE	1	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Physical health • Organ donation and blood donation • Teenage pregnancy • Abortion (laws, morals, thoughts and feelings) • Love and abuse <p><u>Careers</u></p> <ul style="list-style-type: none"> • Thinking about the future
Year 11 PSE	2	<p><u>Staying safe online and offline</u></p> <ul style="list-style-type: none"> • Virtual reality • Drugs and substance abuse • Online reputation and digital footprint • Cosmetic and aesthetic procedures <p><u>Relationships and sex education</u></p> <ul style="list-style-type: none"> • Peer on peer abuse • Fertility • Alcohol, parties and bad choices • Importance of sexual health • Revisiting contraception • STI's

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11 PSE	3	<p data-bbox="1160 308 1406 336"><u>Life beyond school</u></p> <ul data-bbox="555 360 1084 592" style="list-style-type: none"> <li data-bbox="555 360 846 389">• Time management <li data-bbox="555 400 786 429">• LGBTQ+ rights <li data-bbox="555 440 1084 469">• Dealing with exam stress and anxiety <li data-bbox="555 480 763 509">• Social media <li data-bbox="555 520 987 549">• Writing a personal statement <li data-bbox="555 560 741 588">• CV writing

<p>Year 12 PSE</p>	<p>1</p>	<p style="text-align: center;"><u>Supporting emotional wellbeing & positive relationships</u></p> <ul style="list-style-type: none"> ○ Team building and integration of newcomers ○ Introduction to Kooth - an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop. ○ Student Finance ○ Healthy Lifestyles Marketplace and Presentations <ul style="list-style-type: none"> ○ Safe relationships ○ Counselling – external presentation ○ Relaxation ○ STIs ○ Eating Healthily ○ Drinking responsibly ○ Drugs ○ Cancer prevention and detection ○ Stem/blood donations <p style="text-align: center;"><u>Physical Health & sex education</u></p> <ul style="list-style-type: none"> ● Safe Drive, Stay Alive (Greater Manchester Emergency Services) - free event aimed to educated 16-17-year olds in how to be a safe driver, passenger and pedestrian ● Managing Alcohol Limits ● Consent - ‘Consent is everything’
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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year12 Morning - Period One and some PSE	2,3	<p style="text-align: center;"><u>Supporting emotional wellbeing & positive relationships</u></p> <ul style="list-style-type: none"> • Growth Mindsets - work booklet provided to all students. HoSF launches concepts of VESPA (vision, effort, systems, practice, attitude) to staff and students - Form Teachers organise sessions throughout the academic year
Year 12 PSE	3	<p style="text-align: center;"><u>Physical Health & sex education</u></p> <ul style="list-style-type: none"> • Drug & Alcohol Abuse
Year 13 Morning- Period One and some PSE	1-3	<p style="text-align: center;"><u>Supporting emotional wellbeing & positive relationships</u></p> <ul style="list-style-type: none"> • Growth Mindsets - work booklet provided to all students. HoSF reaffirms concepts of VESPA (vision, effort, systems, practice, attitude) to staff and students - Form Teachers organise sessions throughout the academic year • Managing Stress <p style="text-align: center;"><u>Physical Health & sex education</u></p> <ul style="list-style-type: none"> • Drug & Alcohol Abuse • Consent - 'Consent is everything'
Year 13 PSE	2	<p style="text-align: center;"><u>Supporting emotional wellbeing & positive relationships</u></p> <p>Student Finance</p>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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
Being safe	<ul style="list-style-type: none"> • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • 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.
Internet safety and harms	<ul style="list-style-type: none"> • 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.
Physical health and fitness	<ul style="list-style-type: none"> • 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 cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.

TOPIC	PUPILS SHOULD KNOW
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • 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.
Health and prevention	<ul style="list-style-type: none"> • 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.

TOPIC	PUPILS SHOULD KNOW
First aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • 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.

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	