



Stretford
Grammar School
Aspirat primo fortuna labori

Relationships and Sex Education Policy

Ratified by Governors :



Relationships and Sex Education Policy

Date of Review: March 2024

Member of staff with overall responsibility: AHT Personal Development

Governing Body Sub-Committee with reviewing responsibility: Standards & Curriculum

1. Introduction

Relationships and Sex Education (RSE) is defined in statute by the DfE under the powers of the 2002 Education Act and included in Relationships Education, Relationships and Sex Education, and Health Education (DfE 2019a).

RSE aims to give students and young people the information they need to help them develop healthy, nurturing relationships of all kinds. It will 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 also covers sexual health, developing intimate relationships and resisting pressure to have sex. It develops an understanding of what is acceptable and unacceptable behaviour in relationships and the positive impact that a healthy relationship can have on mental well-being.

The delivery of RSE within the Personal, Social, Health and Citizenship Education (PSHCE) curriculum covers all aspects of the statutory guidance which is mapped in Appendix 1 of this policy. The teaching of RSE takes account of the latest [DfE guidance](#) in ensuring the personal development of students.

The policy is reviewed in line with the requirement laid out in statute that the content will be reviewed nationally every three years as will the Stretford Grammar School RSE policy upon publication of renewed guidance.

The governing body of Stretford Grammar School will review and approve the school RSE policy as legislation requires and a copy of the approved policy will be available on the school web site. The school follows the legal requirement that all students from Year 7 will study Relationships Education, however, parents/carers will have the right of withdrawal from the sex education elements of the RSE curriculum until 12 months before the student's 16th birthday when they are allowed to make their own decision on inclusion in sex education lessons.

2. Aims

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which RSE will be delivered and supported at the school.

The aims are:

- to enable our students to better understand the nature of relationships
- to help students develop feelings of self-respect, confidence and empathy
- to create a positive culture around issues of sexuality and relationships
- to enable students to understand the importance of stable loving relationships, including marriage, for the bringing up of children
- to prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- to know about the risks of being online and how to stay safe from exploitation
- to support all young people for life in modern Britain.

3. Statutory Requirements

As a maintained secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

4. Policy Development

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

- Review – the Headteacher, SLT and PSHCE Lead have drawn together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers were invited to look at the policy, ask questions and make recommendations
- Student consultation – we gave students the opportunity to inform us what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition – What is Effective Relationships and Sex Education?

Effective RSE provides lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy. The content and delivery of RSE at the school will be conducted in an age appropriate way.

For further information on how we keep our students safe consult our Safeguarding Policy via the school's website: [Safeguarding and Child Protection Policy](#)

5.1 Attitudes and values

Students are helped to examine the value of family life, marriage, and stable and loving relationships for the nurture of children. They are also encouraged to explore and consider moral dilemmas. RSE can also help students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

5.2 Personal and social skills

RSE encourages students to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Students are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and assertiveness within a range of different situations.

5.3 Knowledge and understanding

RSE focuses on understanding physical development at appropriate stages. The students will explore; human sexuality, reproduction, sexual health, emotions and relationships. Students will also be provided with information on contraception and the range of local and national sexual health advice support services. Students will look at the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy. This will provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation students may have gained.

6. Curriculum

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

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

We will share all curriculum materials with parents and carers upon request.

7. Delivery of RSE

RSE is taught discretely through the Citizenship Curriculum, but a number of related themes are also delivered through a range of other curriculum areas. For example, the Science curriculum will be used to deliver aspects that relate to biological and anatomical factors and Religious Studies for the coverage of moral issues. Some themes might also be covered in assemblies or presentations to larger groups by external facilitators.

The school recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant persons to approach in school.

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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7.1 Specialist Support

The school also recognises that some aspects of RSE must be taught by specialists. From time to time the school will invite professional health experts in to deliver issues relating to RSE.

These will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the School and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the School in delivering its policy on RSE
- When in class visitors will be supervised by a teacher who will be present at all times
- Visitors will follow the School's Safeguarding procedures if a disclosure occurs within the classroom setting

- Visitors will know and understand where their contribution fits into the School's programme for RSE and Citizenship.

7.2 Dealing with sensitive issues

Where appropriate, teachers delivering RSE are given training on handling sensitive topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the school's provision for Spiritual, Moral Social and Cultural development. The following are protocols for discussion based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the School's Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns for a student on CPOMs before notifying the Safeguarding Lead or Deputy DSL.

For further information on how we keep our students safe consult our Safeguarding Policy via the school's website: [Safeguarding and Child Protection Policy](#)

8. Parental right to withdrawal from RSE

RSE is part of all students' education and it is hoped that all will participate. Some parts of RSE are compulsory – these are part of the National Curriculum for Science. 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 student's educational record. The Headteacher will discuss the request with parents and take appropriate action. When the Headteacher receives such a letter he will invite the parents/carers to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the student will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

9. Roles and Responsibilities

9.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher/Assistant Headteacher to account for its implementation.

9.2 The Headteacher (through the Assistant Headteacher)

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 8). The Assistant Headteacher will report to the Student Admissions and Welfare committee each term.

9.3 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/carers 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.

9.4 Students

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

10. Procedure for monitoring and evaluating RSE

The policy and its implementation will be reviewed every term by the Assistant Headteacher, David Price, whose responsibility it is to:

- Ensure that RSE is covered in the schemes of work for PSHCE
- Monitor the use of teaching and learning styles through learning walks
- Monitor the use of teaching materials through work scrutiny
- Evaluate the effectiveness of the schools programme and ensure that material is up to date
- Ensure the content is age appropriate. Details of the PSHCE curriculum map are here: [SGS PSHCE Curriculum Map](#)

Appendix 1 – RSE Curriculum Map

Year Group	Term	Topic
Year 7	Autumn Term 1	Being Ourselves PSHE Intro & Ground Rules Positive Relationships Gender Stereotypes Online Friendships Consent Introduction Puberty
	Autumn Term 2	Staying Safe Online and Offline Avoiding Gangs & Criminal Behaviour Staying Safe Online Online Gaming, Grooming & Addiction Alcohol & Risk Nicotine & Smoking E-Cigs, Vaping and Shisha Energy Drinks and Caffeine Knife Crime & Safety
	Spring Term 1	RSE – Friends, Respect & Relationships Consent & Boundaries Respect & Relationships What Makes a Good Friend? Friendships & Online Relationships Being Positive Pressure, Influence & Friends What Does it Mean to be a Man today?
Year 8	Autumn Term 1	Drugs and Alcohol PSHE Intro & Ground Rules Alcohol 1 Alcohol 2 Smoking 1 Smoking 2 Vaping 1 Vaping 2
	Autumn Term 2	Health and Wellbeing What is Mental Health? Positive Body Image Child Abuse Types of Bullying Healthy Eating & Cholesterol Stress Management

	Spring Term 1	Equality & Diversity Equality Act 2010 LGBTQ+ What is it Gender Equality Removing the Barriers – Equality for All Racism & Discrimination in Society
	Summer Term 1	Dangerous Society County Lines Substance Misuse Cyberbullying Online Grooming Alcohol Safety Child Exploitation and Online Protection
Year 9	Autumn Term 1	Stress Management PSHE Intro & Ground Rules Bullying & Cyberbullying Online Stress Online Safety 1- Trust Online Safety 2 - Propaganda Online Safety - Contact
	Spring Term 2	Health & Wellbeing – Body Confidence Self-Esteem Changes Bullying in all it's Forms Dealing With Grief and Loss Media and Airbrushing Cancer Prevention and Healthy Lifestyles
	Summer Term 1	RSE – Law, Consent & STIs Sexual Consent and the Law FGM and the Law Relationships and Partners What are STIs Treating STIs and the Clinic Contraception HIV and AIDS
Year 10	Autumn Term 2	Rights and Responsibilities – Life Beyond School Instagram & TikTok Generation Targeted Advertising and Your Data What is Marriage Rights & Responsibilities
	Spring Term 1	Exploring British Values Critical Thing & Fake News Hate Crime in the UK British Values & Identity Mutual Respect & Tolerance Individual Liberty What are Human Rights? Democracy Explored

	Summer Term 1	Violence, Crime & Seeking Safety Honour Based Violence Forced Marriage and Breast Ironing Social Media Validation Modern-Day Slavery
	Summer Term 2	RSE – Risk, Relationships & Sex Education Sexual Activity Campaigning Against FGM Sexting, Nudes and Images Myths and Reality - Online Pornography Pornography and Impact on Society Unhealthy Relationships, Sexual Assault and Rape Sexualisation of the Media
Year 11	Autumn Term 1	Building for the Future PSHE Intro & Ground Rules Consent and Harassment
	Autumn Term 2	Adult Health & Looking After Yourself Teenage Pregnancy Choices Abortion Laws, Morals and Ethics Parenthood for Teenagers Testicular & Prostate Cancer Breast Cancer, Cervical Cancer & Screening Love and Abuse
	Spring Term 1	RSE – Sexual Health Peer on Peer Abuse Alcohol, Parties & Bad Choices Importance of Sexual Health Revisiting STIs

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

TOPIC	STUDENTS 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/carers 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	STUDENTS 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
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	STUDENTS 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

Appendix 3 – Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS/CARERS

Any other information you would like the school to consider

Parent
signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with
parents/carers