

Lancaster Girls' Grammar School
Draft Relationship, Sex and Health Education (RSHE) Policy

Rational and ethos

Comprehensive Relationship, Sex and Health Education (RSHE) aims to empower young people with evidence-based information. Fact-based knowledge enables young people to make well-informed decisions about their own health and well-being. Rights-based RSHE builds empathy through developing a better understanding of other people's experiences, and provides young people with the opportunity to understand their own rights and those of others. Through the critical thinking skills that this subject provides, students can be encouraged to work together to build positive relationships and inclusive communities.

Lancaster Girls' Grammar School believes that effective RSE is essential for young people to make responsible and well-informed decisions about their lives. The aim of RSE is to support young people through their physical, emotional, and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Our school values – care, contribute and challenge – underpin our approach to RSE as we aim to foster a climate of learning that provides students with a safe place to explore and develop their knowledge and understanding of the adult world. This world is a diverse one and we aim to encourage tolerance and understanding regardless of gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.

This policy covers our school's approach to SRE and it was produced by Jennifer Pardoe, Assistant Headteacher, in consultation with governors, teachers, students, and parents of Lancaster Girls' Grammar School.

Sex and relationships education (SRE) is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and values to have safe, fulfilling, and enjoyable relationships and to take responsibility for their sexual health and well-being.¹

We view the partnership of home and school as vital in providing the context for SRE to be effective, meaningful and impactful for our students, their families, and carers. By working together, providing opportunities for consultation and review, we believe that our SRE can support our students on to a safe, happy and healthy adult life.

The policy has been developed in line with the government's Relationships Education, Relationships and Sex Education statutory guidance 2019.

Our school's overarching aims for our students are to

- Provide information and support for students and their parents or carers
- Provide accurate and evidence-based information on a range of RSHE topics
- Support students in understanding their own rights and those of others within the context of the law
- Empower students with information to enable them to develop positive relationships and improve relationships

¹ Sex Education Forum, [Understanding Sex and Relationships Education](#) (London: National Children's Bureau, 2010).

- Create safe, non-judgemental spaces for young people to discuss and explore RSHE topics
- Support students to confront stigmas relating to relationships, sex and health education
- Foster a climate of diversity and inclusion at LGGS in which every child feels safe and able to explore and express who they are and who they might become.

Diversity and inclusion

It is essential that an RSE policy is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that students have access to the learning, they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM). It should also cover the concept of equality and legislation relating to it. Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. It is important that RSE fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying. It must be respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'. The policy should also set out how the school's RSE meets the needs of all students, with their diverse experiences, including those with special educational needs and disabilities (SEND).

The intended outcomes of our programme are that students will:

- a positive ethos and environment for learning
- safeguarding students (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence, and bullying.

Roles and responsibilities

The RSE programme will be led by Assistant Headteacher, Jen Pardoe and taught by senior teachers and/or approved visitors. The programme will be reviewed and monitored by a working party, will be made up of SLT, teaching staff, students, parents and governors. All teaching staff will receive RSE training on our whole school approach so that they might begin to disseminate our good practice into all learning across LGGS.

Legislation (statutory regulations and guidance)

All schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw students from RSE

remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

The RSE policy supports/complements the following policies...

- o Anti-bullying policy
- o Drug and Alcohol Education Management Policy
- o Eating Disorder Policy
- o Equalities Policy and Equality Objectives
- o Mental Health Policy
- o Online Safety Policy
- o Safeguarding Policy

Documents that inform the school's RSE policy include:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Keeping children safe in education – Statutory safeguarding guidance (2020)
- o Children and Social Work Act (2017)
- o Dfe Guidance on Sex and Relationship education and health education 2019

Content / Curriculum Design

Relationship, Sex and Health Education forms part of the curriculum throughout Years 7 to 13. This section outlines the topics that are covered through the RSHE curriculum. The member of staff with overall responsibility for RSHE across the school is Jen Pardoe, who will work with senior pastoral staff.

The table below outlines the subjects that will be covered in each year group. This aligns with the statutory Relationships, Sex and Health Education guidance, which details what students should know by the end of secondary school. Some of the content is taught through Beyond the Curriculum (BTC) and some through Citizenship (CZ)

	Health & wellbeing	Relationships	Living in the wider world
Year 7	Transition and safety BTC Transition to secondary school and personal safety in and outside school, including first aid Health and puberty BTC Healthy routines, influences on health, puberty, unwanted contact, and FGM	Diversity Diversity, prejudice, and bullying CZ Building relationships BTC Self-worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations CZ Careers, teamwork and enterprise skills, and raising aspirations Financial decision making CZ Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use Event Emotional	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability,	Community and careers Equality of opportunity in careers and life choices, and

	<p>wellbeing Mental health and emotional wellbeing, including body image and coping strategies BTC</p>	<p>discrimination, sexism, homophobia, biphobia and transphobia BTC</p> <p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception BTC</p>	<p>different types and patterns of work</p> <p>Careers event</p> <p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks CZ</p>
Year 9	<p>Peer influence, substance use and gangs Event</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>Healthy lifestyle Tutor time</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Respectful relationships Event</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Intimate relationships Event</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Setting goals Cz</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Employability skills Cz</p> <p>Employability and online presence</p>
Year 10	<p>Mental health CZ</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Exploring influence Event</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Healthy relationships CZ</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>Addressing extremism and radicalisation CZ</p> <p>Communities, belonging and challenging extremism</p>	<p>Work experience CZ</p> <p>Preparation for and evaluation of work experience and readiness for work</p>
Year 11	<p>Building for the future CZ</p> <p>Self-efficacy, stress management, and</p>	<p>Communication in relationships Cz</p> <p>Personal values, assertive</p>	<p>Next steps Careers</p> <p>Application processes, and skills for further education,</p>

	<p>future opportunities Independence CZ Responsible health choices, and safety in independent contexts</p>	<p>communication (including in relation to contraception and sexual health), relationship challenges and abuse Families CZ Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>employment and career progression Financial decision making CZ The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>
Year 12	<p>Mental health Strategies for positive wellbeing Drugs, alcohol and tobacco Long term health effects, affect on personal safety, wider risks</p>	<p>Relationships Developing healthy relationships with levels of intimacy, constructive dialogue, managing end of relationships Consent Moral and legal responsibilities, consequences of actions, recognising and seeking help for sexual abuse, contraceptive and pregnancy</p>	<p>Choices and pathways Next step options, employment rights Media literacy and digital resilience</p>
Year 13	<p>Healthy lifestyles How to take responsibly for personal health and wellbeing Bullying, abuse and discrimination Support for unhealthy relationships, forced marriage and honour based violence, harassment, consequences of criminal activity</p>	<p>Relationships Relationship values, recognising and challenging prejudice and discrimination, faith and cultural views and the impact on relationships Sexual health How to take responsibility for own sexual health</p>	<p>Financial Choices</p>

The school will always seek to provide high quality RSHE by responding to topical events, and delivery will be tailored to the needs of the students.

Safe and effective practice

We will ensure a safe learning environment by:

- Teachers and students will agree ground rules by discussing with their class the need for sensitivity and care when discussing certain issues. The rules will be composed with the class and recorded by the teacher for future reference.
- Distancing techniques such as video clips, case studies and real-life examples are used because they allow students to more freely express personal issues in a safe way.
- Students' questions will be answered by the teacher in charge of the class, or they will be referred to a member of staff who can assist them.
- Sensitive issues will be handled by the Designated Safeguarding Lead or a member of the Designated Senior team
- Students will be able to raise questions anonymously by posting queries into a question box at the end of selected sessions.
- All staff teaching RSE will be supported by the SRE policy and ongoing CPD (Continued Professional Development)

Confidentiality and safeguarding

Confidentiality will be managed in line with the school's Safeguarding and Child Protection policy.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

- Teachers will consult with one of the designated safeguarding leads.
- Visitors/external agencies which support the delivery of RSE will be required to submit their resources for approval before their session.
- The protocol for inviting visitors into lessons is to first check with the Headteacher for permission to invite in any agency or individual.

Withdrawal of students from RSE

Under the government guidance 2019, parents or carers have the right to withdraw their child from all or part of the sex education programme, except for those compulsory aspects taught as part of the Science National Curriculum.

The school will encourage parents or carers wishing to exercise this right to make an appointment with the Assistant Head or the Head to discuss matters before making a final decision. Any requests for withdrawal should be made in writing to the Head of PSHE.

Even if a student has been withdrawn by a parent at some stage during their time at school, when they are three terms before their 16th birthday, students can decide for themselves whether they wish to take part in RSE. At that point, if the student wishes to receive sex education rather than be withdrawn, the school will decide to provide sex education during one of those terms.

In addition to the aspects indicated, biological and ethical issues may well arise in relation to other subjects. When this occurs, as long as any discussion takes place within the context of

that subject, it will not be deemed to be part of the RSE curriculum and therefore not subject to the parental right of withdrawal.

Engaging stakeholders

The policy will be available to parents through the school's website. Teacher, parent, student and governor feedback will be sought from a variety of sources. For example, focus groups, questionnaires, informal discussions and interviews. As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be included at whole school events. We will notify parents when Relationships and Sex education will be taught, by writing to them. Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we will invite in any parent or carer who wishes to do this so that we can fully discuss any concerns. We will seek to review our practice following these conversations. Governors will be informed of the RSE policy and curriculum in a report to the Student, Parent and Community Committee of the Governing Body. Student voice will be used to review and tailor our RSE programme to match the different needs of students.

Monitoring and Review

This policy will be reviewed and updated annually, or as events or legislation change dictates, by the working group and Student, Parent and Community Committee