

Relationships and Sex Education (RSE) policy			
Version	Date	Author	Review Date
V4.00	September 2024	Mrs Kate Couch	October 2025
Authorised by:		Mr Ed Gibbs Assistant Headteacher – personal development	
Ratified by:		Full Governing Body	

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 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

2. Statutory requirements

As a secondary academy school we must provide RSE to all students 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](#).

This policy has due regard for the Equality Act 2010 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

At Poole Grammar School 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 – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff involved with the teaching of PSHE/RSE were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited offer feedback on the policy
4. Student consultation – we investigated 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 orientation or sexual activity.

RSE fosters gender equality and LGBT+ equality by challenging all forms of discrimination and bullying in line with the Equality Act 2010.

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 in consultation with parents, students and staff, taking into account the age, needs and feelings of students along with following the guidelines set out in the Government expectations for the delivery of RSE and the findings of our Local Authority Health Profile. If students 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 map in Appendix 1.

6. Delivery of RSE

RSE is taught within the Life Skills curriculum, the subject name was changed from Personal, Social, Health Education (PSHE) to Life Skills in September 2022 to reflect the different topics that are taught. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). The law and history of the LGBTQ+ relationships aspects of RSE are taught within the History and Religious Education (RE) curriculum, as well as being included in the Tutor Time/Pastoral activities.

At Poole Grammar School all students will follow a diverse and comprehensive series of lessons that aim to cover not only the biological aspects of sex education, but also the risks and emotional challenges involved.

Relationships and Sex Education is taught in every year group, via Life Skills sessions, using resources provided by local and national sexual health teams, and those provided by our affiliation with both the PSHE Association and Creative Resources. In the Sixth form relationships education continues by looking at healthy relationships.

In Biology Year 7 students learn about structure and function of the male and female reproductive systems, the menstrual cycle, sexual intercourse, the stages of pregnancy and birth. These topics are re-visited in more detail in the Year 11 biology course. The focus is on the anatomy and physiology of sex rather than the emotional and relationship aspects.

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. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session

- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 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-science components of RSE (see section 8).

8.3 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-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.

Staff responsible for the teaching of Life Skills and RSE at Poole Grammar School are:

- [Kate Couch](#) – Head of Life Skills
- [Aarhon Way](#) – Head of Year
- [Mike Byrnes](#) - Head of Year
- [Claire Cooper](#)- Head of Year
- [Rachel Ayres](#) – Year 8 Tutor
- [Richard Dew](#)- Head of Year
- [Cheryl Atkinson](#) – Teacher

8.4 Students

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the 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.

The sex education component of the RSE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix 2 "By the end of secondary school students should know".

Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).

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.

Alternative, appropriate and purposeful work will be given to students who are withdrawn from sex education.

There is no right to withdraw from Relationships Education or Health Education.

10. Training

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

The school 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 as appropriate.

11. Monitoring arrangements

The monitoring of the delivery of RSE carried out by the Head of Life Skills and falls under the portfolio of the Assistant Headteacher- Personal Development.

Monitoring will be carried out through planning scrutinies, learning walks, student feedback, parent voice and comparisons with national guidelines. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of Life Skills biannually. At every review, the policy will be approved by the governing board.

12. Appendix 1: Curriculum Map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	<ul style="list-style-type: none"> Bias & stereotypes Bullying & bystanders Coercive & unsafe friendships Friendship & empathy Gender stereotypes <ul style="list-style-type: none"> Healthy & unhealthy relationships Identity & community Introduction to consent Managing conflict Values
Year 8	<ul style="list-style-type: none"> Consent Discrimination & protected characteristics Diverse & supportive communities <ul style="list-style-type: none"> Introduction to contraception Relationship values & influences Values & constructive disagreement
Year 9	<ul style="list-style-type: none"> Contraception Freedom & capacity to consent Managing the end of relationships <ul style="list-style-type: none"> Respectful relationships Sexual health Sharing sexual images
Year 10	<ul style="list-style-type: none"> Addressing relationship abuse Impact of pornography Looking out for each other Managing relationship breakup & conflict <ul style="list-style-type: none"> Pressure, persuasion & coercion The role of intimacy & pleasure Valuing diversity
Year 11	<ul style="list-style-type: none"> Family conflict Fertility Long-term commitments Pregnancy choices: abortion <ul style="list-style-type: none"> Pregnancy outcomes Routes into parenthood Sexual health

13. 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 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

TOPIC	STUDENTS 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	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

14. Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Tutor Group	
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			

15. Appendix 4: Equality Impact Assessment (EQIA)

1.	Title of document/service for assessment	RSE Policy
2.	Date of assessment	26/09/2024
3.	Date for review	01/10/2025
4.	Directorate/Service	LifeSkills
5.	Approval	Assistant Headteacher (ECG)

	Yes/No	Rationale
6. Does the document/service affect one group less or more favourably than another on the basis of:		
• Race	No	
• Gender (including transgender)	No	
• Religion or belief	No	
• Sexual orientation, to include heterosexual, lesbian, gay and bisexual people	No	
• Age	No	
• Disability – learning disabilities, physical disabilities, sensory impairment and mental health issues	No	
• Marriage and Civil Partnership	No	
• Pregnancy and Maternity	No	
7. Does this document affect an individual's human rights?	No	
8. If you have identified potential discrimination, are the exceptions valid, legal and/or justified?	N/A	

