



Holcombe Grammar School

Relationships and Sex Education Policy

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Ratified by: Regional Governing Board

Next Review: March 2026

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	4
9. Training	5
10. Monitoring arrangements	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of secondary school students should know	11
Appendix 3: Parent form: withdrawal from sex education within RSE	13

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

Relationship and sex education relates to our school ethos by helping our students develop into successful, well-rounded, confident young people who are equipped with the necessary life skills to thrive in the modern world. We will build on the foundation of Relationship Education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

2. Statutory requirements

Holcombe Grammar School is a Grammar School admitting boys in Years 7-11 inclusive and girls into a mixed Sixth Form. As a secondary 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.

At Holcombe 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 senior member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to complete an online survey about the policy
4. Student consultation – we investigated what exactly 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

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

The curriculum is led by the Assistant Head of School for personal development, behaviour and welfare. It is taught by staff who have all received training in RSE. At times these lessons are may be supported by SEND and Student Services support staff.

Our curriculum is set out in Appendix 1 and we will adapt it as and when necessary. There may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

6. Delivery of RSE

RSE is taught in Personal Development lessons; timetabled for period 5 every Tuesday for all year groups. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). When appropriate the school may ask trained health professionals to deliver stand-alone sex education lessons. The curriculum on health education will similarly complement, and be supported by wider education on healthy lifestyles through Physical Education and Science lessons, sports and other extra-curricular activity and school food.

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, LGBTQIA+ 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 board

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

7.2 The Principal/Assistant Head of School

The Principal/Assistant Head of School 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 the RSE up until the third term before their 16th birthday (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) aspects 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 Principal.

The Assistant Head for Personal Development monitors the delivery of RSE

The Head of Biology and overall Head of Science lead the programme for the Biological aspects of RSE.

The Head of RS leads on other issues of RSE contained in the Religious Studies Curriculum.

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 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 Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. Following this meeting, if it is still the parents wish to withdraw the student, a request in writing stating which part of the programme the student should be excluded from will be necessary.

Alternative work will be given to students 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 Assistant Head for Personal Development 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 the Assistant Head Teacher for Personal Development through learning walks, lesson observations and the school's wider QA programme.

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

This policy will be reviewed by the Principal annually. At every review, the policy will be approved by the regional governing board.

Appendix 1: KS3 and KS4 Personal Development Curriculum Outline 2023/2024

	Term 1 Health and Wellbeing	Term 2 Living in the Wider World	Term 3 Relationships	Term 4 Health and Wellbeing	Term 5 Relationships	Term 6 Living in the Wider World
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school.	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Handling conflict, Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

Year 10	<p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p>	<p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>	<p>Work experience Preparation for and evaluation of work experience and readiness for work</p>
Year 11	<p>Building for the future Self-efficacy, stress management, and future opportunities</p>	<p>Next steps Application processes, and skills for further education, employment and career progression</p>	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence Responsible health choices (including in relation to contraception and sexual health, and safety in independent contexts)</p>	<p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	

KS5 Personal Development Curriculum Outline September 2023/2024

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Living in the wider world	Summer 1 Relationships	Summer 2 Health & wellbeing
Year 12	<p>Mental health and emotional wellbeing</p> <ul style="list-style-type: none"> • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies 	<p>Planning for the future</p> <ul style="list-style-type: none"> • Exploring future opportunities • Post-18 options • The impact of financial decisions 	<p>Diversity and inclusion</p> <ul style="list-style-type: none"> • Living in a diverse society • Challenging prejudice and discrimination 	<p>Readiness for work</p> <ul style="list-style-type: none"> • Career opportunities • Preparing for the world of work • Life after Sixth Form 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • Consent • Assertive communication • Positive relationships from a religious point of view • Strategies for managing dangerous situations or relationships 	<p>Health choices and safety</p> <ul style="list-style-type: none"> • Independence and keeping safe • Travel • First aid • The impact of substance use

Year 13	<p>Independence</p> <ul style="list-style-type: none"> • Responsible healthchoices • Managing change • Health and wellbeing,including sexual health, into adulthood 	<p>Financial choices</p> <ul style="list-style-type: none"> • Managing money • Financial contracts • Budgeting • Saving • Debt Influences on financialchoices 	<p>Intimate relationships</p> <ul style="list-style-type: none"> • Personal values, including in relation to contraception andsexual health • Fertility • Pregnancy 	<p>Next steps</p> <ul style="list-style-type: none"> • Application processes • Future opportunities and career development • Maintaining a positive professional identity 	<p>Building and maintaining relationships</p> <ul style="list-style-type: none"> • New friendships and relationships, including in the workplace (being respectful of other people’s views on religion and religious practices) • Personal safety • Intimacy • Conflict resolution • Relationship changes 	-
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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
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

	<ul style="list-style-type: none"> ● 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)
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 pressuring 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 RS covers in Year 11 this in a limited way in terms of discussion Christian attitudes towards natural / artificial contraception ● 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 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	