

# Policy and Procedure on Relationships and Sex Education Policy

Grateley House School

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## 1. Monitoring and Review

- 1.1.** The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above,

Signed:



Eva Pereira  
Interim Principal  
January 2023



Andrew Sutherland  
Managing Director, Education Services, CareTech Group  
January 2023

## 2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

<b>'Establishment' or 'Location'</b>	this is a generic term which means the Children's Home/school/college. Grateley House School is a school
<b>Individual</b>	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Grateley House School we have young people attending and/or residing between the ages of 11-19.
<b>Service Head</b>	This is the senior person with overall responsibility for the school. At Grateley House School this is the Interim Principal, Eva Pereira <i>and at the satellite service of Stratford Lodge, the registered manager is Joshua Hand.</i>
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
<b>Parent, Carer, Guardian</b>	means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Grateley House School this is Ofsted and at Stratford Lodge is CQC.
<b>Social Worker</b>	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

## 3. Introduction

This policy is based very largely on the DfE (Department for Education) document 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' and deals with how the various issues should be approached in the relevant curriculum and subject areas. Guidance is also given on the statutory and other obligations which establishments should follow in teaching these subjects and the rights of parents to withdraw their sons/daughters from some of the lessons in this area of the curriculum.

It affects all staff.

## 4. Purpose

4.1 To ensure that Cambian group complies with all the relevant current legislation and National Standards which govern this area of our work.

4.2 To inform parents/carers fully of the provision of relationships and Sex Education within Cambian Education establishments.

4.3 To ensure that individuals in our care at all establishments are offered the opportunity to receive a comprehensive, well-planned programme of Relationships and sex education.

4.4 To ensure that parents/carers are aware of their right to withdraw their child from Relationships and Sex Education lessons.

4.5 To prepare individuals in our care for the opportunities and responsibilities of adult life.

## 5. Policy

### Aims

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

- To develop a school wide approach to relationship and sex education in the context of both the informal curriculum of the school, with particular reference to PSHE and Science.
- To provide accurate information about physical development at appropriate ages.
- To explore attitudes and develop skills in making decisions about relationships.
- To create an atmosphere in which students can learn to manage emotions and relationships confidently and sensitively.
- To develop a programme that considers the needs of all students, which may involve dealing sensitively and honestly with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

### Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent school.

### Policy development

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

1. Review – a member of staff or working group 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Definition**

Relationship and Sex Education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about teaching about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation.

### **Curriculum**

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

We develop the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils 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.Procedure**

### **Delivery of RSE**

RSE is taught within the PDL curriculum (Personal Development Learning) which includes citizenship and 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).

Pupils can also receive stand-alone sex education sessions delivered by a trained health professional and school nurse.

### **Science Key Stage 3**

The Science curriculum requires that students know and understand:

- The human reproductive cycle includes adolescence, fertilisation and fetal development.
- Conception, growth, development, behaviour and health can be affected by diet, drugs and disease.

To support them through adolescence Sex and Relationship Education will be further developed through the Personal Development programme.

### **Personal Development Key Stage 3**

#### **Key Concepts:**

- Recognise that healthy lifestyles, and the wellbeing of self and others, depending on information and making responsible choices
- Understand that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when they are threatened
- Deal with growth and change as normal parts of growing up
- Understand that relationships can cause strong feelings and emotions

#### **Key Processes:**

- Use social skills to build and maintain a range of positive relationships.

- Use knowledge and understanding to make informed choices about safety, health and wellbeing.
- Know when and how to get help.
- Identify how managing feelings and emotions effectively supports decision making and risk management.
- Understand how online relationships work, how information can be used and the law around dating sites.

#### **Range and Content:**

- Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.
- The nature and importance of marriage and of stable relationships for family life and bringing up children.

Science – Key Stage

#### **Science – Key Stage 4**

- The Science curriculum requires that students should be able to:
- Explain what sexual reproduction is;
- Explain why sexual reproduction leads to mixing up of genes;
- Explain how manufactured sex hormones can be used for contraception;
- Describe how reproduction is controlled by hormones;
- Explain how the menstrual cycle is controlled by hormones;
- Explain how manufactured sex hormones can be used to treat infertility in women;
- Discuss the social and ethical implications of IVF treatment.

Further preparation for adulthood will be delivered through the Personal Development Learning curriculum

#### **Personal Development Key Stage 4:**

##### **Key Concepts:**

- Recognising that healthy lifestyles and the wellbeing of self and others depends on information and making responsible choices.
- Understanding that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- Dealing with growth and change as normal parts of growing up.
- Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced.
- Understanding that relationships can cause strong feelings and emotions.

##### **Key Processes:**

Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary:

- Identify how managing feelings and emotions effectively supports decision making and risk management.
- Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations.

- Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

#### **Range of Content:**

- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short- and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.
- The roles and responsibilities of parents, carers, children and other family members.
- Parenting skills and qualities and their central importance to family life.
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.

#### **Teaching approaches:**

- A variety of approaches are used to give students relevant information; to enable moral issues to be explored in discussion; and to acquire appropriate skills.
- Details of the Personal Development and science curriculum are available on request.
- Students are taught in mixed ability groups. When there is specific need, arrangements will be made to teach students in appropriate groups.

For more information about our RSE curriculum, see Appendices 1 and 2.

#### **Roles and responsibilities**

##### **The Proprietor and governors**

Governors will approve the RSE policy, and hold the principal to account for its implementation.

##### **The principal**

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

##### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 principal and the PDL lead.

Tutors responsible for teaching RSE in the school with support from the PDL lead.

##### **Pupils**

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

### **Parents' right to withdraw**

The Learning and Skills Act 2000 requires parents have the right to withdraw their child from all or part of Sex Education provided outside national curriculum science. Parents wishing to exercise that right are asked to make an appointment to meet the Principal, PDL or Head of Science to discuss the issues, they are under no obligation to do so. This should be granted up to three terms before their child turns 16. Once a child is withdrawn they cannot take part in later sex education without parental approval. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of Sex Education if they want. As per Government guidelines there is no right to withdraw from Relationships Education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Staff support**

Staff are supported to deliver the RSE curriculum. The PDL lead 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.

### **Monitoring arrangements**

The delivery of RSE is monitored by the PDL lead through:

- Planning scrutiny
- Learning walks
- Lesson observations
- Book scrutiny

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

This policy will be reviewed by the PDL lead annually. At every review, the policy will be approved by governing body and principal

## **7. Standard Forms, Letters and Relevant Document**

### **Appendix 1:**

#### **Links to DfE guidance**

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)





### 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	