



# Torquay Girls' Grammar School

## Relationships and Sex Education Policy

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### 1. Statement of Intent

At Torquay Girls’ Grammar School, we understand the importance of educating students about their health, relationships and sex, to enable them to make responsible and well- informed decisions in their lives. At a time when the safety and images of women are often negatively portrayed in the media, or even manipulated with the advances in AI technology, the teaching of Relationships and Sex Education (RSE) and health education has never been more important. Our RSE programme is designed to help to prepare students for the opportunities, responsibilities, experiences and sometimes challenges of adult life. It allows us to promote the mental and physical development of students at school and in the wider society and give them a wider understanding of the more spiritual, moral, social, cultural outlook of the diverse world in which we live.

### 2. Aims

It is our aim to provide our students with the knowledge, skills and confidence to make safe, healthy and informed choices and give our young people the essential skills to build positive, enjoyable, respectful relationships and help them stay safe both on and offline. Our programme will build on and complement our school values of kindness, equality and well-being by showing how their actions can affect not just them but those around them. By having open minds and working collaboratively, students will learn that thinking outside of the box, and working as part of a team can help build their self-esteem and achieve the academic qualifications they need to move on to the next stage of their lives.

Our programme will:

- Be age appropriate and differentiated to the needs of all students.
- Present information in an objective, balanced and sensitive manner.
- Provide students with a safe environment to learn about sensitive topics and give them the space and confidence to ask questions to better their understanding.
- Prepare students for the journey from adolescence to adulthood.
- Be fully inclusive of all genders.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Make students aware of how and where to seek help if they are in need of support.
- Inform students about online safety and the risks of using social media and the internet.

### 3. Legal Framework

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

- In teaching RSE, we're required by our funding agreements to have regard to Relationships and Sex Education and Health Education (England) Regulations 2019 [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to 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
- DfE (2018) 'Keeping children safe in education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE / DH 'SEND Code of Practice: 0-25 years'

This policy also includes school specific policies including but not limited to the following:

- School Bullying and Behaviour Policies
- School Equality and Diversity Policy
- School Safeguarding Policy

## 4. Policy Development

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

1. Review – a member of staff working with Safeguarding
2. Collated all relevant information including relevant national and local guidance
3. Staff consultation – all staff who teach PSHE were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents/carers and any interested parties are invited to attend a meeting about the policy.
5. Pupil consultation – we investigated what exactly pupils want from their RSE through student voice surveys
6. Ratification – once amendments were made, the policy was shared with governors and ratified

## 5. Definition

SE is about the emotional, social and cultural development of pupils, 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.

## 6. Curriculum

Our RSE curriculum is set out by year group at the end of this document but reserve the right to adapt it as and when necessary.

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

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

## 7. Curriculum

### The Trustees

The Trustees will hold the headteacher to account for the implementation of this policy.

The Trustees have delegated the creation of this policy to the Head of PSHE.

### The 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 pupils from non-statutory or non-science components of RSE.

## **Staff**

Staff are responsible for:

Delivering PSHE in a sensitive way

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils

## **8. Working with parents/carers**

At TGGS we know that the successful teaching of RSE involves home and school, working together. We also know that home plays an important role in the RSE of children through discussion about topics that have taken place in school. We want our parents/carers to be aware of both the content and the chronology of the provision of PSHE at TGGS. We will use the following methods to keep them informed: sharing copies of the policy on the school website and through emails or letters home giving information about what topics will be delivered at the start of each academic year. If any parent has concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will arrange a designated time for them to come into the school to discuss these concerns face to face.

## **9. Parents' right to withdraw**

As outlined within the Statutory Guidance, parents do not have a right to withdraw their child from Relationships Education or from any sex education delivered as part of the Science curriculum. Nor do parents have the right to withdraw their child from Health Education. However, parents have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Although parents have the right to request to withdraw their child from any or all of sex education part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the RSE Lead to discuss their concerns. The RSE Lead will discuss the request with the parent to fully understand and address any concerns or objections to the content of the curriculum. If parents do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. We will remind parents annually that the request to withdraw is still in place and invite them

to confirm whether they still want it.

## **10. Answering pupil questions**

RSE explores a range of issues that may provoke questions from pupils. Questions are a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, staff will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

## **11. Safeguarding**

Given the sensitive nature of RSE it is possible that a student may come forward and either ask more questions or disclose information that the teacher will need to pass on to the Designated Safeguarding Lead or her deputy as per the procedures in the school's 'Child Protection Policy'. Staff are not able to offer pupils total confidentiality in this respect and teachers will advise students that they may have to pass on information that they are given.

## **12. How do we deliver our relationships and sex education?**

Our programme is designed to promote lifelong learning about physical, moral and emotional development. It is about understanding the importance of healthy, respectful and loving relationships for modern life; both within and outside of marriage. It is also about the teaching of sex, sexuality and sexual health. RSE aims to help pupils understand a range of views and beliefs about sex and relationships in today's society, including the potential mixed messages surrounding gender, sex and sexuality. Our programme promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

All 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, LGBT 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.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats

We will give careful consideration to the level of differentiation needed to ensure all students can access learning.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Furthermore, evidence shows that effective RSE plays a role in reducing the instances of unprotected or unwanted sex and reducing harmful behaviours, including sexual harassment and sexual violence.

RSE is delivered at TGGS by teaching staff and by external parties. At KS3 and KS4, RSE is a timetabled subject delivered once per fortnight and also incorporates aspects of Citizenship and Careers. At KS5, it is delivered through our tutorial programme in years 12 and year 13. Some topics are delivered in tutor time and in other curriculum subjects, such as PE, Food & Nutrition, Science and Religion, Philosophy & Ethics.

### **13. Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Parents are welcome to look at copies of any of our lessons and can request a copy by emailing the RSE Lead [asaunders@tggsacademy.org](mailto:asaunders@tggsacademy.org)

## 14. Use of external organisations and materials

We will make sure that any 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 pupils. 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 pupils' 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
- Share all external materials with parents and carers
- 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

## 15. Quality Assurance

We will regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil needs. We will do this through a variety of methods, including but not limited to lesson observations, checking workbooks and student voice.

All staff who have responsibility for delivering RSE will meet on a regular basis to ensure they are up to date with the RSE policy and curriculum requirements regarding RSE. In addition to this, CPD will also be included in our calendar and in some instances be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

## 16. Statutory Content within RSE

RSE is broken into two strands; Health and Relationships & Sex Education. By the end of secondary school, students should know the following:

### Health

Topic	What students should know
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<p>Mental Wellbeing</p>	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• How to recognise the early signs of mental wellbeing concerns</li> <li>• Common types of mental ill health (e.g. anxiety and depression)</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world</li> <li>• The impact of unhealthy or obsessive comparison with others online</li> <li>• The risks related to online gambling including the accumulation of debt</li> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle</li> <li>• As about the science relating to blood, organ and stem cell donation</li> </ul>
<p>Healthy eating</p>	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks</li> <li>• The law relating to the supply and possession of illegal substances</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency</li> <li>• The facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so</li> </ul>
<p>Health and prevention</p>	<ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing</li> <li>• The benefits of regular self-examination and screening</li> <li>• The facts and science relating to immunisation and vaccination</li> <li>• The importance of good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>
<p>Basic first aid</p>	<ul style="list-style-type: none"> <li>• Basic treatment for common injuries, including CPR</li> <li>• The purpose of defibrillators and when one might be needed</li> </ul>
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>

## Relationships & Sex Education

Topic	What students should know
Families	<ul style="list-style-type: none"> <li>• There are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including its legal status. e.g., that marriage carries legal rights and protections not available to couples who are cohabiting</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> </ul>
	<p>respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <ul style="list-style-type: none"> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

<p>Online and media</p>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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## 17. Summary of taught content

<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Changing bodies; puberty, menstruation, coping with the physical and emotional changes</li> <li>• Personal Hygiene</li> <li>• Mental health; looking at misconceptions, developing resilience</li> <li>• Importance of sleep</li> <li>• How the media can affect body image</li> <li>• Personal Safety</li> <li>• Basic First Aid</li> <li>• How our actions can affect others</li> <li>• Fundamental British Values, with a focus on democracy</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Diversity, including friendships, different types of relationships, LGBTQAI+</li> <li>• Equality and Advocacy</li> <li>• How to manage peer pressure</li> <li>• How to manage conflict</li> <li>• Online risks, including the sharing of images and the law</li> <li>• Developing digital resilience</li> <li>• Happiness and Positivity</li> <li>• Dangers of vaping and lip pillows</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Challenges around food</li> <li>• The dangers of drugs, alcohol and smoking,</li> <li>• The features of healthy and unhealthy relationships</li> <li>• FGM &amp; Honour based violence</li> <li>• Understanding what consent is (including but not limited to sexual) and knowing how and when consent can be withdrawn</li> <li>• The advantages and disadvantages of different types of contraceptives</li> <li>• The dangers of unprotected sex (STIs)</li> <li>• Cybercrime and the Dark Web</li> <li>• County Lines</li> </ul>

<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>• Study Skills and Aspirations</li> <li>• Fundamental British Values with focus on Human Rights</li> <li>• How our online information is collected and the dangers of sharing images/extreme opinions online</li> <li>• The influence of social media on body image and self-esteem, consequences of online trolling</li> <li>• Online blackmail and Sextortion</li> <li>• Consequences of sexual activity including unplanned pregnancy and options available</li> <li>• Understand the importance of regular self-screening and how to access NHS services</li> <li>• First Aid</li> <li>• Understanding the impact of debt and how to manage money effectively</li> <li>• To understand what sexual harassment is and how to report it</li> </ul>
<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• Physical health, including how sleep and exercise can improve our overall well-being</li> <li>• Pornography and relationships</li> <li>• Managing unwanted attention and unhealthy relationships</li> <li>• Study skills including developing a revision timetable</li> <li>• Self-defence (external provider)</li> <li>• Money Sense (part of an Open University course by Martin Lewis)</li> </ul>
<p><b>Year 12 &amp; 13</b></p>	<ul style="list-style-type: none"> <li>• Learn to Live programme</li> <li>• Developing Resilience</li> <li>• Prevent</li> <li>• Cancer Prevention led by Coppafeel</li> <li>• Alcohol Awareness</li> <li>• Drug Awareness</li> <li>• Dangers of vaping</li> <li>• Mental Health</li> <li>• Sexual Health</li> <li>• Healthy Relationships – Consent and coercive relationships</li> <li>• Understanding student finance and how to budget effectively</li> </ul>

**Parent Form - Withdrawal from Sex Education within RSE**

Name of child		Tutor Group	
Name of parent/carer		Date	
Reason for request to withdraw from Sex Education within PSHE/RSE			
Parent signature			
Agreed actions from discussion with parent			