



AYLESBURY GRAMMAR SCHOOL

Founded 1598

RELATIONSHIPS & SEX EDUCATION POLICY

This policy is updated and approved by the Governing Body annually

This version was approved May 2021
The next update will be due by May 2022

Signed:

R Williams - Chairman of Governors



RELATIONSHIPS & SEX EDUCATION POLICY

1. Introduction

- 1.1 At Aylesbury Grammar School the objective of relationships and sex education (RSE) is to help support young people through their physical, emotional and moral development. Students need to be given accurate information and helped to develop skills to enable them to understand diversity, to respect themselves and others and to appreciate the importance of consent between partners in a developing sexual relationship. RSE seeks to enable young people to mature, to build their confidence and self-esteem and to provide them with relevant information and enabling informed choices promoting healthy relationships alongside their sexual activity and sexual health.

2. Statutory requirements

- 2.1 As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.
- 2.2 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.
- 2.3 At Aylesbury Grammar School we teach RSE as set out in this policy.

3. Definition of Sex and Relationships Education (RSE)

- 3.1 The main aims of RSE are:
- To provide accurate information about, and increase understanding of sex-related issues
 - To dispel myths
 - To explore a range of attitudes and values towards sex-related issues and help young people to reach their own informed opinions
 - To develop a sense of mutual care and respect for others
 - To increase students' self-esteem
 - To develop skills relevant to sexual behaviour and decisions such as communication, risk assessment, managing relationships and seeking help
- 3.2 The above will be achieved through three main elements:
- **Attitudes and values** - Students will be supported in examining their own and other people's attitudes and values in relation to sexual matters, and in respecting the rights of others to their own opinions. RSE should help students to develop a positive self-image and high self-esteem, a sense of responsibility and the ability to make informed decisions.
 - **Personal and social skills** - RSE will encourage the acquisition of skills so that students' relationships with others may be positive, fulfilling and respectful. It will help them explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It will provide opportunities to develop communication skills and assertiveness within a range of different situations thus emboldening students to recognise opportunities and to develop a healthy lifestyle.

- **Knowledge and understanding** - RSE will provide information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping and

sex and the law. Overall this will provide an understanding of the nature and diversity of relationships and sexuality. RSE will provide an objective and balanced view of sexual matters, correcting misinformation students may have gained and it should give them the information and understanding they need, in accordance with the student's background and beliefs.

4. How will RSE be provided and by whom?

- 4.1 RSE is not an isolated subject, it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by the role models presented by teachers. Opportunities should be used as they occur for answering students' questions and exploring issues as they arise.
- 4.2 All subjects, but particularly Science, PSHE (Personal, Social & Health, Education), Religious Studies, English and Drama provide a regular focus for exploring different elements of RSE. The Designated Safeguarding Lead (DSL) maintains overall responsibility for RSE across the school, jointly liaising with the PSHE Leader, Pastoral Team, Form Tutors and relevant Heads of Department with regards to planning, implementation and review of the programme/provision.

5. Liaison with external agencies

- 5.1 Aylesbury Grammar School students and staff will have the opportunity to work with and gain key advice from various outside agency sources to support the delivery of RSE.
- *Buckinghamshire NHS Healthcare Trust* – School Nurse weekly drop in clinic
 - *Brook Young People* – Year 10 Health Day (annual whole year group event)
 - *PREVENT in conjunction with the Police* – Staff/student sessions on Radicalisation
 - School Counsellor – student advice on a range of matters including sexual health
 - MIND – deliver training to older students who provide support for younger students with relationships
 - Police Liaison Officer – on matters relating to sex and the law
 - CAMHS (Children and Adolescent Mental Health Services)
 - CAHBS – Clinical Coordinator Child – (should be Children and Adolescent Harmful Behaviour Service)
 - First Response and Social Care
 - Brookside Clinic, Aylesbury
 - Buckinghamshire Family Support Services
 - SWITCH (Substance Misuse and Support for Children and Young People)
 - Tavistock Clinic
 - Operation Encompass Helpline (allows staff to speak in confidence with an educational psychologist about how best to support children experiencing domestic abuse)
 - SAFE! (Support for Young People Affected by Crime, including bullying, physical assault and sexual assault/abuse)
- 5.2 In addition all students are made aware of a range of contacts for relevant charities and agencies through their PSHE lessons.

6. Equal opportunities

- 6.1 The ethos of equal opportunities also underpins the teaching of RSE. RSE should act as a basis for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference.
- 6.2 We work to ensure that our RSE is relevant and accessible to all our students and that it is appropriate for all levels of understanding and maturity. We also work to ensure it is respectful of how young people choose to identify themselves, their sexual orientation and gender identity. RSE should be sensitive to the different needs of individual students and may evolve and adapt over time.
- 6.3 We aim for RSE to be accessible for all students and this includes those students with SEND. Quality First Teaching (QFT) that is personalised and sensitive (following discussions with the SENDCo) is the starting point to ensure accessibility. Should a student with SEND continue to struggle accessing these lessons, the SENDCo will look into alternative provision. Teachers are also advised to be mindful of the Preparing for Adulthood Outcomes (as set out in the SEND Code of Practice) when teaching this subject to students with SEND. These include a focus on Community Inclusion (friends, relationships and being part of the community) and Health.

7. Delivery of RSE

- 7.1 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
- 7.2 For more information about our RSE curriculum, see Appendices 1 and 2.
- 7.3 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).
- 7.4 RSE in Key Stage 3:
- The following aspects of RSE are included in the Science curriculum and taught by the Biology Department:
- That living things have structures that enable life processes to take place
 - The ways in which some cell types including sperm and ovum are adapted to their functions
 - The human reproductive system, menstrual cycle, fertilisation and the role of the placenta
 - How the foetus develops in the uterus
 - The physical and emotional changes that take place during adolescence
 - That bacteria and viruses can affect health

- 7.5 PSHE and Personal Development sessions delivered by Form Tutors across Years 7, 8 and 9 are often discussion based and deal with many issues relating to RSE:
- Feelings towards self and others
 - Relationships
 - Changes in the body
 - Managing emotions
 - Testicular Cancer
 - Attitudes towards others (e.g. Homophobia)
 - Sex and the law (including 'sexting')
- 7.6 Lessons in Religious Studies, English and Drama will teach aspects of relationships, gender equality and related historical changes in views within society, allowing students to learn and reflect upon these in a variety of contexts.
- 7.7 RSE in Key Stage 4:
- The following aspects of RSE are included in the Science curriculum and taught by the Biology Department:
- The way in which hormonal control occurs, including the effects of testosterone, oestrogen and progesterone
 - How hormones (FSH, oestrogen, LH and progesterone) interact to control the menstrual cycle
 - The medical uses of hormones for the treatment of infertility – including the ethical considerations of IVF
 - That sexual reproduction is a source of genetic variation
 - How gender is determined in humans
- 7.8 All Year 10 and 11 students receive RSE which is delivered in PSHE lessons. In addition, Year 10 students all take part in a Health Day; a series of discussion seminars and workshops provided by staff from Brook Young People. Areas covered across these lessons/ sessions are:
- 'Let's talk about Sex'
 - Contraception (including condom demonstration)
 - Sexually transmitted diseases (including HIV and AIDS)
 - Pornography
 - Attitudes towards others including homosexuality
 - Taking responsibility for own sexual health
 - Child Sexual Exploitation
 - Domestic violence
 - Where to get help – information about local and national agencies

8. Monitoring and Evaluation

- 8.1 The overall programme of RSE forms part of the holistic PSHE delivery and resources are monitored, evaluated and updated by the PSHE Leader, overseen by a designated SLT link.
- 8.2 A whole school 'at a glance' plan is updated and issued on an annual basis and individual lesson plans and resources are adjusted in conjunction with changes to education legislation and in school in liaison with form tutors and other key departments/stakeholders. **(See Appendix 1)**

- 8.3 The delivery within Science is monitored by the Head of Department. Student feedback will be sought on the effectiveness of the delivery of RSE
- 8.4 The PSHE programme is part of the rolling sequence of monitoring learning walks and students do receive an Attitude to Learning grade in each of the school's reporting sessions to parents/carers
- 8.5 Training is offered annually to form tutors as part of the PSHE provision in addition to whole staff guidance on a number of key aspects of PSHE. Training on issues relating to supporting students on matters of RSE is regularly offered to Heads of Year.

9. Withdrawal of Students from RSE

- 9.1 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.
- 9.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.
- 9.3 A copy of withdrawal requests will be placed in the child's educational record. The Headmaster will discuss the request with parents and take appropriate action.
- 9.4 Alternative work will be given to pupils who are withdrawn from sex education.



SAMPLE PSHE PROGRAMME – YEAR 7

WEEK BEGINNING	WEEK	DENSON 7	HAMPDEN 7	LEE 7	PATERSON 7	PHILLIPS 7	RIDLEY 7
31/08/2020	A	INSET DAY					
07/09/2020	B						
14/09/2020	A	HOY TALK IN HALL					
21/09/2020	B						
28/09/2020	A	GS (1) AGS LEARNER TALK IN HALL					
05/10/2020	B						
12/10/2020	A	HOH - HOUSE SYSTEM (IN TUTOR ROOMS WITH HOH)	HOH - HOUSE SYSTEM (IN TUTOR ROOMS WITH HOH)	HOH - HOUSE SYSTEM (IN TUTOR ROOMS WITH HOH)	HOH - HOUSE SYSTEM (IN TUTOR ROOMS WITH HOH)	HOH - HOUSE SYSTEM (IN TUTOR ROOMS WITH HOH)	HOH - HOUSE SYSTEM (IN TUTOR ROOMS WITH HOH)
19/10/2020	B						
26/10/2020		HALF TERM - RETURN ON TUESDAY 5TH NOVEMBER					
02/11/2020	A						
09/11/2020	B						
16/11/2020	A	INTRO TO PSHE					
23/11/2020	B						
30/11/2020	A	STUDY SKILLS					
07/12/2020	B						
14/12/2020	A	TIME WITH TUTOR (USE TBC)					
21/12/2020		CHRISTMAS BREAK (20TH DEC - 6TH JAN)					
28/12/2020							
04/01/2021	B						
11/01/2021	A	TALK FROM ALISON COX (IN TUTOR ROOM)	LIBRARY SESSION (T PUSHONG)	FIRST AID WITH C KING (IN TUTOR ROOM)	FRIENDSHIP*	FRIENDSHIP*	FRIENDSHIP*
18/01/2021	B						
25/01/2021	A	AGS IT (SESSION WITH G DALLAS AND P CARSON)	AGS IT (SESSION WITH G DALLAS AND P CARSON)	LIBRARY SESSION (T PUSHONG)	TALK FROM ALISON COX (IN TUTOR ROOM)	FIRST AID WITH C KING (IN TUTOR ROOM)	BULLYING*
01/02/2021	B						
08/02/2021	A	FIRST AID WITH C KING (IN TUTOR ROOM)	BULLYING*	AGS IT (SESSION WITH G DALLAS AND P CARSON)	AGS IT (SESSION WITH G DALLAS AND P CARSON)	LIBRARY SESSION (T PUSHONG)	TALK FROM ALISON COX (IN TUTOR ROOM)
15/02/2021		HALF TERM					
22/02/2021	B						
01/03/2021	A	BULLYING*	FIRST AID WITH C KING (IN TUTOR ROOM)	TALK FROM ALISON COX (IN TUTOR ROOM)	LIBRARY SESSION (T PUSHONG)	AGS IT (SESSION WITH G DALLAS AND P CARSON)	AGS IT (SESSION WITH G DALLAS AND P CARSON)
08/03/2021	B						
15/03/2021	A	FRIENDSHIP*	FRIENDSHIP*	FRIENDSHIP*	FIRST AID WITH C KING (IN TUTOR ROOM)	TALK FROM ALISON COX (IN TUTOR ROOM)	LIBRARY SESSION (T PUSHONG)
22/03/2021	B						

29/03/2021	A	TIME WITH TUTOR (USE TBC)					
05/04/2021		EASTER BREAK					
12/04/2021							
19/04/2021	B						
26/04/2021	A	LIBRARY SESSION (T PUSHONG)	TALK FROM ALISON COX (IN TUTOR ROOM)	BULLYING*	BULLYING*	FINANCE*	FIRST AID WITH C KING (IN TUTOR ROOM)
03/05/2021	B						
10/05/2021	A	CHOICES*	CHOICES*	CHOICES*	CHOICES*	CHOICES*	CHOICES*
17/05/2021	B						
24/05/2021	A	A MESSAGE TO YEAR 6	A MESSAGE TO YEAR 6	A MESSAGE TO YEAR 6	A MESSAGE TO YEAR 6	A MESSAGE TO YEAR 6	A MESSAGE TO YEAR 6
31/05/2021		HALF TERM					
07/06/2021	B						
14/06/2021	A	GD (2) - ECO SCHOOLS - TALK IN LT	GD (2) - ECO SCHOOLS - TALK IN LT	GD (2) - ECO SCHOOLS - TALK IN LT	GD (2) - ECO SCHOOLS - TALK IN LT	GD (2) - ECO SCHOOLS - TALK IN LT	GD (2) - ECO SCHOOLS - TALK IN LT
21/06/2021	B						
28/06/2021	A	JANE RICHARDS- TALK (LT?)	JANE RICHARDS- TALK (LT?)	JANE RICHARDS- TALK (LT?)	JANE RICHARDS- TALK (LT?)	JANE RICHARDS- TALK (LT?)	JANE RICHARDS- TALK (LT?)
05/07/2021	B						
12/07/2021	A	TIME WITH TUTOR (USE TBC)					
TERM ENDS FRIDAY 17TH JULY							

SAMPLE PSHE PROGRAMME TOPICS – YEARS 8-11

	Year 8	Year 9	Year 10	Year 11
Health & Wellbeing	Drugs Online safety & Digital footprint Healthy Eating Mental Health (Depression) Smoking, Vaping & Addiction	Body image & the Media Breast & Testicular cancer Drugs & the Law Eating disorders Mental Health – Anxiety	Binge drinking Grief & Bereavement Homelessness Managing stress Why do people self-harm	Personal safety & risk Preparing for adult life Sleep
Living in the Wider World	Risk avert programme	Consumer rights County lines Extremism Finance – Savings, credit & debt Knife free	Fake news & critical thinking Finance – Gambling & online gaming Government & Democracy Online fraud & scams The law & you	Driving & road awareness Living sustainably The world of work
Relationships	Bullying or Banter Love & New feelings Positive relationships Sexting Sexualised behaviour	Consent Different types of relationships Healthy relationships – Role models Social media & self-esteem What does it mean to be LGBT+	CSE & exploitation Domestic violence & healthy relationships Gender & sexuality Pornography Sexism & gender prejudice	Forced marriage & FGM Happiness & positivity Safe & healthy sex

By the end of Secondary School, students should know...

TOPIC	STUDENTS SHOULD KNOW
<p>Families</p>	<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 <p>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</p>
<p>Respectful relationships, including friendships</p>	<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

	<ul style="list-style-type: none"> • What constitutes sexual harassment and sexual violence and why these are always unacceptable <p>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</p>
<p>Online and media</p>	<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 <p>How information and data is generated, collected, shared and used online</p>
<p>Being safe</p>	<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)



WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS

Name of child		Tutor Group	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education (RSE)			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Signed: (Headmaster)	