

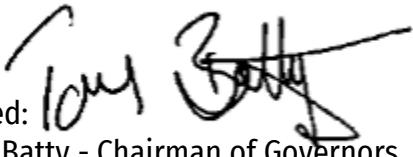


# RELATIONSHIPS & SEX EDUCATION POLICY

## CATEGORY A

This policy is updated and approved by the Full Governing Body (FGB) annually. This version was approved at the FGB meeting in January 2026.

The next update will be due by January 2027.

Signed:   
Mr T. Batty - Chairman of Governors



## RELATIONSHIPS & SEX EDUCATION POLICY

### 1. Introduction

1.1 At Aylesbury Grammar School the objective of relationships and sex education (RSE) and statutory Health Education is to support young people by giving them the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships, resisting pressure and not applying pressure to have sex. It should teach what is acceptable and unacceptable behaviour in relationships.

### 2. Statutory requirements

2.1 As a secondary academy school we must provide RSE to all students 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 and adhering to the latest guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2.4 We must also have regard to our 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

### 3. Definition of Relationships and Sex Education (RSE)

3.1 The main aims of RSE are:

- To provide accurate information about, and increase understanding of relationships and 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 relationships and sex, 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
  - *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 the law
  - CAMHS (Children and Adolescent Mental Health Services)
  - CAHBS – Clinical Coordinator Child – (should be Children and Adolescent Harmful Behaviour Service)
  - Cranstoun (Formerly SWITCH)
  - First Response and Social Care
  - Brookside Clinic, Aylesbury
  - Buckinghamshire Family Support Services

- 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 & Inclusion

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 and PSHE teachers 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', online abuse, and the importance of recognising and reporting online grooming and exploitation)

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 PSHE Enrichment Day: a series of discussion seminars and workshops provided by staff from Brook Young People. Areas covered across these lessons/ sessions are:

- 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. Parental Engagement and the Right to Withdraw from Sex Education**

- 9.1 The School ensures this policy is readily available for Parents/Carers via the main website and will actively send out via direct email each time the policy is updated or amended.
- 9.2 The School welcomes engaging in dialogue with Parents/Carers and will listen to any comments, concerns or suggestions regarding the teaching of RSE at Aylesbury Grammar School. **Please see Appendix 1 for further details if you have concerns or are anxious about aspects of RSE teaching in school**
- 9.3 Parents/Carers do have the right to request that their child be withdrawn from some or all of the non-statutory sex education delivered as part of statutory RSE. This request can be made initially by completing the form found in Appendix 4 of this policy.
- 9.4 Before granting any such request the School would ask that the Parents/Carers submitting the request to meet with the Headmaster and, as appropriate, with the child(ren) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 9.5 This discussion is likely to include the Headmaster detailing the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although any detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
- 9.6 Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, **up to and until three terms before the child turns 16**. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- 9.7 Alternative work will be given to students for the time they are withdrawn from sex education sessions and this provision will take place in a supervised environment.

## **10. Policy Governance**

- 10.1 This policy will be reviewed by the SLT and agreed by the Full Governing Body annually



## APPENDIX 1

### What will our students learn?

All Secondary school age children will learn about a range of key topics in order to support them growing up into adulthood.

By the end of their time with us our students should know:

#### FAMILIES

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

#### RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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 & MEDIA**

- 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, for example 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**

- 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 & SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH**

- 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, for example 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 and menopause
- 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 and 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 2

### Parental Engagement

If you are a Parent/Carer and you are concerned or anxious about any aspect of the RSE curriculum please do engage with the school to discuss your concerns. Listed below is some further information related to this issue which may provide answers to your questions or a starting point for the discussion:

- ***The School recognises that parents are the first teachers of their children and that they play a vital role in;***
  - *teaching their children about relationships and sex*
  - *maintaining the culture and ethos of the family*
  - *helping their children cope with the emotional and physical aspects of growing up and*
  - *preparing them for the challenges and responsibilities that sexual maturity brings*
  - *School always wants to work together with parents (set out any opportunities there have been/ will be for parental consultation)*
- ***The School sympathises with any concerns or worries parents may have but has legal duties and responsibilities;***
  - *Safeguarding the health, safety and welfare of all students*
  - *To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and to prepare pupils for life in modern Britain*
  - *To comply with the Equality Act 2010*
  - *To teach the RSE curriculum as set out in legislation and statutory guidance*
- ***The rationale of RSE teaching;***
  - *To help prepare students for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence*
  - *The role it has in preventative education in respect of safeguarding and sexual violence and sexual harassment, including online. It is designed to prepare students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny / misandry, homophobia, biphobic and sexual violence / harassment*
  - *To create a culture of respect, safety, equality and protection at school as the basis for students in their adult lives*
- ***RSE is taught in a considered and collaborative way;***
  - *teaching is balanced, different opinions are presented and debated*
  - *it does not set out a particular view or promote particular identities or lifestyles, teaching is objective, encourages tolerance and is targeted at helping students to deal with influences from society*
  - *We ensure the curriculum and teaching are age and developmentally appropriate and liaise closely with our SENDCo and wider Student Support team to ensure students can properly access the curriculum*

## SAMPLE PSHE PROGRAMME TOPICS – YEARS 8-11

	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Health &amp; Wellbeing</b>	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
<b>Living in the Wider World</b>	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
<b>Relationships</b>	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



## REQUEST TO WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

### TO BE COMPLETED BY PARENTS/CARERS

Name of child		Tutor Group	
Name of Parent/Carer		Date	
Please detail your reason(s) for requesting withdrawal from sex education within 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)	