

# Enfield Grammar School



## Relationships and Sex Education Policy

COMMITTEE	Full Governing Body
APPROVED DATE	July 2023
REVIEW DATE	July 2025

## **1. Policy Aims**

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## **2. Statutory Requirements**

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 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 2 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.

At Enfield Grammar School, we teach RSE as set out in this policy

## **3. Policy Development**

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

- i. Review – a member of staff collated all relevant information including relevant national and local guidance.
- ii. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- iii. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
- iv. Pupil consultation – we investigated what exactly pupils want from their RSE.
- v. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **4. Definition**

RSE is about the emotional, social and cultural development of 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.

## **5. Curriculum**

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

We have developed the curriculum in consultation with parents, 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.

## **6. Delivery of RSE**

Enfield Grammar School takes its responsibility to provide relevant, effective and responsible Relationships and Sex Education (RSE) to all of its pupils. It is delivered officially as part of the scheme of work for Citizenship and PSHE and through other avenues such as assemblies and outside agency presentations (see appendix 1 for RSE modules).

The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, where students feel safe to voice opinions and concerns relating to the sex education provision.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

These 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.

### **6.1 Inclusivity**

We will teach about RSE 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

- Give careful consideration to the level of differentiation needed.

## 6.2 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.

## 7. Use of external organisations and materials

We will make sure that an 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 that the resources they intend to use:
  - Are age appropriate
  - Are in line with pupils' developmental stages
  - Comply with:
    - This policy
    - Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Rights Act 1998
- 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.

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.

## **8. Roles and responsibilities**

### **Governing Body**

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

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **School 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 components of RSE.

It is important that school staff feel comfortable to teach RSE classes and answer questions from pupils. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

The Deputy Headteacher with responsibility for pastoral care and the Head of Citizenship are responsible for ensuring that the provision is relevant to our pupils and effective. 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 Headteacher.

### **Pupils**

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

## **9. Withdrawal from RSE**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

## **10. Training**

The Headteacher 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.

## **11. Monitoring, review and evaluation**

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

This policy will be reviewed by Deputy Headteacher every 2 years. At every review, the policy will be approved by the Governing Body.

## **Appendix 1**

### **Year 7**

- Sex education – including reproduction
- Changing minds and bodies – puberty education
- Healthy friendships and loving relationships with family
- Personal hygiene

### **Year 8**

- Friendship, bullying and peer pressure, self-esteem and mental health
- Relationships – including friendships and marriage
- Types of contraception
- STIs – introduction
- Legal and illegal drugs – young people and drugs

### **Year 9**

- Tackling homophobia and LGBTQ Rights – the Equality Act 2010
- Recognising and managing risk within sexual relationships
- STIs and contraception – (more detailed than in previous years)
- Using condoms
- HIV / AIDS

### **Year 10**

- Consent
- Healthy and unhealthy relationships
- Sharing sexual images
- Honour Based Violence
- FGM
- Forced marriage
- Social Media Validation
- Keeping safe online
- Modern Day slavery

## Appendix 2

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	<i>Include notes from discussions with parents and agreed actions taken.</i>