

WATFORD GRAMMAR SCHOOL FOR BOYS



RELATIONSHIPS & SEX EDUCATION POLICY

Headmaster's signature

03/02/2020

Chair of Governors' signature

03/02/2020

This policy is based on 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 and Sex Education (RSE) compulsory for all pupils receiving a secondary education. The regulations also make Health Education Compulsory in Academies. This policy was developed in response to that statutory guidance. This policy is also mindful of other statutory guidance including:

Keeping Children Safe in Education: For schools and colleges

Promoting Fundamental British Values as part of SMSC in schools

Preventing and Tackling Bullying

Special Educational Needs and Disability Code of Practice: 0-25 years

What is Relationships and Sex Education?

Relationships and Sex Education (RSE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about physical, moral and emotional development, the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. RSE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

Relationship to other policies

RSE forms an integral part of the curriculum policy, and is delivered through assemblies, presentations by external speakers, as well as through schemes of learning for science, PRE and Personal, Social and Health Education (PSHE).

INTENT

Watford Grammar School for Boys aims to ensure each student will develop the skills and knowledge to make informed decisions, to ensure students can protect themselves and remain safe. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. The teaching should enable students to identify healthy relationships of all kinds and help the boys develop the skills needed to create lasting intimate relationships. It should teach what is and is not acceptable behaviour in relationships and demonstrate the positive effects a good relationship can have on one's mental wellbeing, identify when a relationship is not right and understand how to manage such situations. It should also cover contraception and sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive manner.

RSE will sit within the context of the school's broader ethos of and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. Underpinning our teaching of RSE are the WBGs values of Excellence & Endeavour, Integrity & Kindness and Creativity & Individuality.

Holistically the curriculum seeks to promote the intellectual, personal, moral, social and physical development of students and to prepare them for the opportunities, experiences and responsibilities of their future in a rapidly changing world.

The curriculum will similarly complement and be supported by WBGs's Wellbeing Curriculum and education on healthy lifestyles through physical education, food technology, science and its sport/extra-curricular activities.

WBGs promotes the needs and interests of all pupils, irrespective of culture, ability or aptitude. We will ensure all can access the RSE provision and work closely with the Learning Support department to make sure students' SEN needs are taken into account and all students receive appropriate support in accessing RSE. The school is aware that some of its pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEN..

WBGs's commitment to appropriate sex education is reflected in the school's consultation with Dignity.org which focuses on the negative impact of pornography on teenagers in the Hertfordshire area.

Parents have the right to request that their child be withdrawn from some or all of RSE. This request will be made in writing to the HeadMaster who will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will respect the parents' request to withdraw their 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 will make arrangements to provide the child with sex education during one of those terms.

Parents will be informed about the teaching of sex education every year so that they can decide whether or not to withdraw their child. This policy will be made available to parents via the school website.

IMPLEMENTATION

The governing body will:

- monitor the implementation of this policy;
- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents;
- ensure that sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of relationships;

and

- ensure the teaching is delivered in ways that are accessible to all pupils with SEN.

The Headteacher will ensure that:

- the governing body is advised about the nature and organisation of RSE and how it reflects the aims and values of the school;
- sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of relationships, in a safe and secure environment;
- students are protected from inappropriate teaching materials;
- a curriculum is agreed and implemented;
- parents are informed about the programme for sex education, and are informed of how they can withdraw their child from lessons that are not in the national curriculum (by submitting a request in writing to the Headmaster);

and

- all staff are informed of the policy and the responsibilities included within the policy

Staff who teach relationships and sex and education are expected to:

- provide sex education in accordance with this policy and in a way which encourages students to consider morals and the value of family life;
- Where necessary participate in training to provide sex education in line with the school curriculum policy; this training will establish ground rules to help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students;
- implement the agreed curriculum;
- bring unbiased points of view to their teaching;
- refer any potential concerns to the DSL;
- be aware that young people will bring prior learning and life experiences to their learning;

and

- recognise and respect pupils’ different abilities, levels of maturity and personal circumstances and understand that for some students their own sexual orientation, gender identity, faith or culture may not yet have been considered or may be emerging.

The curriculum - by the end of secondary education.

Families - what should pupils know?	Where is this covered?
<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 the 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 or other intimate relationship is unsafe 	<p>Year 8 - Autumn Term, PRE Year 7, Aut - PSHE Year 10 - Spring term - PRE Year 9, Creativity and Culture Curriculum (CCC), Aut 2</p>

(and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	
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Respectful relationships, including friendships - what should pupils know?	Where is this covered?
<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 relationships. • 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. • 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. 	<p>Wellbeing Curriculum</p> <p>Year 7 Autumn 1 - PSHE Year 9 Summer 2 - PSHE Year 10 and 11 - PSHE Year 7 Spring term and Year 7 and 8 Summer term- PRE Year 9 Spring term - PRE Year 10 - Autumn 1 - PSHE</p>

Online and media -what should pupils know?	Where is this covered?
<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 	<p>Year 7 Spring - PSHE Year 9 Autumn - PSHE Year 10 Spring - PSHE</p>

<p>affect how they behave towards sexual partners.</p> <ul style="list-style-type: none"> • 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. 	
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Being safe - what should pupils know?	Where is this covered?
<p>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.</p> <ul style="list-style-type: none"> • 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). 	<p>Year 9 Autumn 1 -PSHE Year 10 - Autumn 1 PSHE</p>

Intimate and sexual relationships, Including sexual health - what should pupils know?	Where is this covered?
<ul style="list-style-type: none"> • 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, e.g. 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/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. 	<p>Year 7 -Science national curriculum Year 9 and 10 - Biology Year 10 - Autumn1 - PSHE</p>

<ul style="list-style-type: none"> • 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. 	
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The Law relating to Sex and Relationships - what should pupils know?	Where is this covered?
<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues.</p> <ul style="list-style-type: none"> • <i>marriage</i> • <i>consent, including the age of consent</i> • <i>violence against women and girls</i> • <i>online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</i> • <i>pornography</i> • <i>abortion</i> • <i>sexuality</i> • <i>gender identity</i> • <i>substance misuse</i> • <i>violence and exploitation by gangs</i> • <i>extremism/radicalisation</i> • <i>criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</i> • <i>hate crime</i> • <i>female genital mutilation (FGM)</i> 	<p>Year 10 Autumn 1 - PSHE Year 11 Spring - RE Year 9 - Autumn 1 - PSHE</p>

Mental wellbeing - what should pupils know?	Where is this covered?
<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • 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. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	<p>Wellbeing curriculum Year 9 Spring 1 - PSHE Year 11 - Autumn 1 - PSHE</p>

Internet safety and Harms - what should pupils know?	Where is this covered?
<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • 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. 	Year 7 and 10 - PSHE Spring

Physical health and fitness - what should pupils know?	Where is this covered?
<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation. 	Some boys also do this in GCSE PE Year 9 Autumn - Biology Year 8 Spring PSHE

Healthy eating - what should pupils know?	Where is this covered?
<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	GCSE PE Year 7 - PSHE Summer

Drugs, alcohol and Tobacco - what should pupils know?	
<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	GCSE PE Year 10 - PSHE - Autumn 1

Health and prevention - what should pupils know?	Where is this covered?
<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	<p>Wellbeing curriculum</p> <p>Year 8 - PSHE Summer</p>

Basic first aid - what pupils should know?	Where is this covered?
<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed 	<p>Year 8 Summer drop down day for PSHE</p>

Changing adolescent body - what should pupils know?	Where is this covered?
<p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p>	<p>Year 8 PSHE Summer</p>

NOTE: These outcomes will be achieved through the science, PSHE, RE, Wellbeing curriculum and for year 9 boys in the Culture and Creativity Curriculum as part of the school's broad and balanced curriculum.

IMPACT

As with any learning, the assessment of young people's personal social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme.

Young people do not pass or fail in this area of learning but have the opportunity to reflect on their own learning and personal experiences and set personal goals and strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways. We will assess pupils' learning through; in class question and answers, discussion, group work, peer assessment, quizzes and self assessment and teacher feedback. Attitude to Learning and Behaviour in PSHE is reported to parents as part of the tracker system.