



# Anthony Gell School

## SEX AND RELATIONSHIPS POLICY

	Date	Minute No.	Review date
Approved by Governors	10 February 2021	1527/21	February 2025
Reviewed by Governors			

## Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department for Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Relationships and Sex Education and Health Education are taught in Anthony Gell School (AGS) as statutory subjects, through an integrated PSHE programme of work.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare students for the opportunities, responsibilities and experiences of adult life , and
- promote the spiritual, moral, social cultural mental and physical development of students

The school believes that all students should have access to relationship and sex education and health education. It is therefore taught primarily through Personal, Social and Health Education (PSHE) lessons which are provided for all students aged 11 to 18. These lessons are sometimes shown as 'PSE' lessons and sometimes as 'RC' lessons on an individual student's timetable, depending on the age of the student.

Additional information linked to relationships, sex education and health is covered through Science lessons, which are also provided for all students.

Whilst we believe that the subject matter is important we also acknowledge the right of individual parents or carers to withdraw their child from such lessons. Requests to do so should be made in writing to the Headteacher and will be treated with confidentiality.

PSE is taught in discrete lessons once per fortnight in Key Stage 3 at AGS. In Key Stage 4, students PSE is included in the Citizenship and Religion (CR) lessons 1x fortnight, alongside an assembly programme that meets the needs of the Derbyshire Agreed Syllabus for Religious Education. This programme includes delivery by guest speakers from the local community.

The curriculum is spirals throughout Key Stages 3 and 4, to ensure that students have the opportunity to build on prior knowledge at an age that is appropriate to the content being covered:

- Students revisit relationship education and mental health in each year throughout Key Stages 3 and 4, where they learn about issues that are pertinent to different year groups at AGS. The aim of this is to equip students with the information and skills to be able to take preventative, rather than responsive, steps in relation to these key topics.
- Students also explore the concepts of radicalisation and extremism in each year during Key Stage 3, with particular focus on issues that are pertinent to the community that our students are part of.

- Careers education is spiralled throughout Key Stages 3 and 4, starting with encouraging students to plan career pathways through an exploration of the world of work, through to preparing for work experience and part-time work in Year 10 and developing money management skills in Year 11.
- Throughout Years 8-10, students also explore a unit on Healthy Choices which includes age-appropriate content based on substances and alcohol use, online safety, teenage sex and pregnancy and contraception.

Students in Key Stage 5 are taught PSE and life skills via collapsed timetable days during Year 12 and Year 13. This programme is designed by the Director of the Sixth Form and the aim of these days is to develop knowledge and understanding of topics relevant to students in each year group e.g. 'driver awareness' in Year 12 and 'UCAS applications' in Year 13.

We aim for the PSE and CR curriculum to develop a wide range of skills for life in our students, including how to be critical consumers of information (including social media), the ability to make confident, informed decisions and for students to know their rights and the law e.g. relationships and substances education and online activity.

Relationships and Sex Education is defined by the PSHE Association as *“learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health”*. This content is delivered in an age-appropriate way in our school with regard to the age and stage of students.

The aim of Relationships and Sex Education in our school is to equip students and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

We recognise the central importance of relationships in supporting students and young people's mental health and wellbeing, academic achievement and future success.

Our programme also aims to support students in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our students.

We focus on attitudes and values, skills, knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our students and young people. We aim to deliver an RSE programme that

recognises and addresses this to ensure that students know how to keep themselves and their personal information safe.

## **Curriculum Content**

The DfE recognises five elements to Relationships and Sex Education. These are:

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

Appendix A shows an outline of the Programme of Study at AGS.

Some elements of sex education are statutory.

Learning about ‘the changing adolescent body’ is part of statutory Health Education.

National Curriculum Science is also statutory. At Key Stage 3 and 4, this includes teaching about reproduction in humans, for example: the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

## **Equality**

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that students have varying needs regarding RSE, depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school’s approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some students may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times - which we will support. We will ensure that RSE is accessible to all students through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as

set out in the SEND code of practice when teaching these subjects to those with SEND.

- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep students safe and deliver certain elements of the statutory RSE curriculum.
- Some of our students will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some students may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our students may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of students based on their home circumstances and deliver the curriculum sensitively and inclusively.

## **Provision**

- i. This school has a caring ethos that models and supports positive relationships between all members of the school community.
- ii. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
- iii. Within Science as stipulated by the National Curriculum and/or as negotiated with the PSHE coordinator.
- iv. Through other curriculum areas for example drama, English etc.
- v. Through assemblies.
- vi. Through pastoral support.
- vii. By the provision of appropriate leaflets and other information sources.
- viii. Via targeted intervention, where appropriate, with vulnerable individuals.
- ix. Delivery in response to incidents.

## **Teaching Methods, Resources, Training and Monitoring**

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

### **A Safe Learning Environment**

In order for PSHE or RSE to be conducted safely the following will be in place:

- i. Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- ii. No one in the classroom will be expected to answer a personal question.
- iii. Distancing techniques such as the use of scenarios, will be used to help to keep students safe. There will be no need for anyone to discuss their own personal issues.
- iv. Confidentiality will be clearly explained. Students will understand how disclosures will be handled.
- v. Students will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- vi. In most cases, the correct names for body parts will be used.
- vii. The meanings of words will be explained in a sensible and factual way.
- viii. Care will be taken not to use materials or approaches that may trigger trauma or distress. Students at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- ix. Signposting to sources of support when dealing with sensitive issues

### **Teaching and Learning Methods**

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

### **Asking and Answering Questions**

We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information, Therefore, teachers will attempt to answer student's questions and concerns in a sensitive, age and development appropriate manner.

Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

- i. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- ii. If a student's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- iii. Personal questions should be referred to the ground rules/group agreement.
- iv. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that student's discuss issues in a way which encourages thoughtful participation.
- v. If a teacher is concerned that a student is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

## **Groupings**

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the student's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It will be left to the teacher's discretion to make these decisions.

## **Visitors**

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the students. It is particularly useful when visitors have expertise and/or provide a service to students.

## **Resources**

Teaching resources will be selected on the basis of their appropriateness to students and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

## **Continuity, Progression and Assessment**

Anthony Gell School has the same high standards of the quality of students learning in RSE as in other curriculum areas. RSE is delivered through a sequenced, planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of students' existing knowledge, experience and understanding.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

## **Personnel and Training**

There is a PSHE coordinator who is regularly trained and updated in this fast-moving subject area. They are responsible for RSE.

RSE is delivered by a dedicated team. Anthony Gell School is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the young people in our care.

All new staff will receive a copy of the RSE policy.

## **Parental engagement in RSE and right to withdrawal**

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

The school ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate.

Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to



withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.

## **Impact:**

### **Monitoring and Evaluation**

The RSE programme is regularly monitored and evaluated by the PSHE coordinator to ensure impact. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and student feedback. The views of the students and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process.

### **Consultation, Policy Development and Review**

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with the entire school community, including students, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available on the school website.

It will be reviewed on a biannual basis.

#### **Policy Links**

PSHE

Drugs Education

Safeguarding

Confidentiality

Science

External Contributors

Anti-Bullying

Emotional Health and Well-Being

TLA

## Appendix A

<b>Year 7</b>		
HT1	<b>All about me</b>	<ul style="list-style-type: none"> <li>• My Form, My Team - getting to know each other</li> <li>• My Personal Profile – who am I? Allowing my teacher to get to know me</li> <li>• Me As a Learner – understanding how I learn best</li> <li>• Types of relationships – relationships and family</li> </ul>
HT2	<b>All about me</b>	<ul style="list-style-type: none"> <li>• Friendships and teams – healthy friendships</li> <li>• Popularity and loneliness</li> <li>• Peer on peer abuse</li> <li>• Puberty – physical and emotional changes</li> </ul>
HT3	<b>Mental health</b>	<ul style="list-style-type: none"> <li>• Introduction to mental health – what is it? How can we look after our own mental health?</li> <li>• The power of positivity</li> <li>• Confidence and achievement – how can we become more confident? How are the two linked?</li> </ul>
HT4	<b>Careers</b>	<ul style="list-style-type: none"> <li>• What is a career – what different types of career exist?</li> <li>• My interests and preferences – creating a START profile and using the database to explore job types</li> <li>• What do different careers involve?</li> </ul>
HT5	<b>Healthy futures</b>	<ul style="list-style-type: none"> <li>• Money – sources, savings, spending</li> <li>• Budgeting inc. budgeting game</li> <li>• Design your own banknote based on important UK historical figures</li> </ul>
HT6	<b>Community safety</b>	<ul style="list-style-type: none"> <li>• What is terrorism? How do I respond to this in my community/in school?</li> <li>• Views on terror</li> <li>• How do people become radicalized – knowing the signs</li> </ul>

<b>Year 8</b>		
HT1	<b>Attitudes and discrimination</b>	<ul style="list-style-type: none"> <li>• Discrimination in society</li> <li>• Disability</li> </ul>
HT2	<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>• Family and parents – what are their roles? How do these roles change over time?</li> <li>• Disagreements and puberty – what do we disagree over? Why? Managing this</li> </ul>
HT3	<b>Careers</b>	<ul style="list-style-type: none"> <li>• Job skills and qualities</li> <li>• The world of work – jobs in my local area</li> <li>• Matching my skills and qualities to potential careers/jobs</li> </ul>

HT4	<b>Healthy choices</b>	<ul style="list-style-type: none"> <li>• Online safety – how to stay safe online</li> <li>• CSE – what is CSE? What are the signs? How do I protect myself?</li> <li>• Sexting – what are the impacts? What is the law?</li> </ul>
HT5	<b>Mental health</b>	<ul style="list-style-type: none"> <li>• Body image – how to maintain positivity and the impact of the media</li> <li>• Eating disorders – what are they? What are the signs/treatments?</li> <li>• Self-harm – understanding self-harm</li> </ul>
HT6	<b>Community safety</b>	<ul style="list-style-type: none"> <li>• Stereotypes</li> <li>• Extremism</li> <li>• Extremism and terrorism inc. how do I respond to this in my community/in school?</li> </ul>

<b>Year 9</b>		
HT1	<b>Healthy choices</b>	<ul style="list-style-type: none"> <li>• Alcohol</li> <li>• The effects of alcohol</li> <li>• Drugs and the law</li> <li>• Teenage cancer inc. the importance of self-checking</li> </ul>
HT2	<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>• STIs – signs, prevalence, treatment</li> <li>• Contraception – methods, efficacy, pros and cons</li> <li>• Consent – understanding consent and the law</li> </ul>
HT3	<b>Mental health</b>	<ul style="list-style-type: none"> <li>• Self-esteem – what is it? How can positive self-esteem be achieved/maintained?</li> <li>• Resilience – what is it? How can it be built?</li> <li>• Anxiety – what is it? What are the signs/treatments?</li> </ul>
HT4	<b>Careers</b>	<ul style="list-style-type: none"> <li>• Learning styles and skills</li> <li>• Progress file</li> <li>• Using START to explore suitable careers/apprenticeships</li> </ul>
HT5	<b>Leaving home</b>	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Homelessness</li> <li>• What is it like to leave home?</li> </ul>
HT6	<b>Community safety</b>	<ul style="list-style-type: none"> <li>• Understanding and preventing extremism</li> <li>• How language can divide us</li> </ul>

<b>Year 10</b>		
HT1	<b>Careers</b>	<ul style="list-style-type: none"> <li>• Where am I now? Audit of strengths, qualities and achievements to date</li> <li>• Careers research – researching work experience placements</li> <li>• Workplace expectations</li> </ul>
HT2	<b>Mental health</b>	<ul style="list-style-type: none"> <li>• Social anxiety – what is it? How can it be managed?</li> <li>• Stress – understanding, recognizing the signs and managing stress</li> <li>• Growth mindset – the impact of this and how to achieve it</li> </ul>
HT3	<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>• Sexuality and readiness for sex – making informed decisions about sex</li> <li>• Exploitation and manipulation – recognizing the signs and staying safe</li> <li>• Sex and the media – messages from porn</li> </ul>
HT4-5	<b>Healthy choices</b>	<ul style="list-style-type: none"> <li>• Teenage sex and pregnancy – the choices around teen pregnancy</li> <li>• Contraception – methods, efficacy, pros and cons</li> <li>• Cancer – common teen cancers, prevalence, the impact of lifestyle on cancer risk</li> </ul>
HT5-6	<b>Gender and sexuality</b>	<ul style="list-style-type: none"> <li>• Gender – gender identity: what does it mean?</li> <li>• Sexuality – understanding sexuality</li> <li>• Sexual harassment – what is it? How can I safeguard myself?</li> <li>• Victim blaming</li> </ul>

<b>Year 11</b>		
HT1	<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>• Healthy and unhealthy relationships – recognising the signs of both</li> <li>• Domestic abuse – how can I protect myself? How can I respond to this situation?</li> <li>• Relationships and loss – understanding loss and managing the end of a relationship positively</li> </ul>
HT2	<b>Healthy choices</b>	<ul style="list-style-type: none"> <li>• STIs – what should I do after unprotected sex?</li> <li>• Substance abuse and misuse – consequences</li> </ul>
HT3	<b>Mental health</b>	<ul style="list-style-type: none"> <li>• Depression - what is it? What are the signs/treatments in myself and others?</li> <li>• Suicide – understanding suicide, what are the warning signs in myself and others?</li> <li>• Bereavement and grief – what is it? How can I manage this situation in myself and others?</li> </ul>
HT4	<b>Healthy futures</b>	<ul style="list-style-type: none"> <li>• Money skills – advice for teenagers on spending, saving and budgeting</li> <li>• My rights – minimum wage, taxes and employment law</li> <li>• Cults – what are they? Why do people join them?</li> </ul>

## **Key Stage 5 (Years 12 and 13)**

Drop down days focus on UCAS, CV and careers and driving.

Half termly themes:

- Personal safety for young people: safety on a night out, meeting up with someone online, drink spiking, situations where personal safety is compromised.
- Healthy v Controlling relationships
- Consent and sexual assault
- Mental health.