

Hutton CE Grammar School and Sixth Form



Relationships and Sex Education Policy

Context

Hutton Church of England Grammar School and Sixth Form is a non-selective boys Grammar School aged from 11-18 with a mixed Sixth Form.

As a Church school all we do is underpinned by Scripture, striving to ensure that everyone within our community is supported and encouraged to always make appropriate and well-informed choices. Age appropriate, specialist advice and guidance is vital if all within the school are to achieve this goal; this is embodied in Psalm 32:8:

'I will instruct you and teach you in the way you should go; I will counsel you with my eye upon you.'

As a Church school Hutton can make a distinctive and unique contribution to Sex and Relationship education by placing it within a Christian context of love, faithfulness and forgiveness. A programme of Relationship and Sex education allows pupils to explore an increasing awareness of their individual and social responsibility before God.

In this way they will become aware of their responsibility not only for themselves but also for those whom they love and the people with whom they live and work. They will become deeply aware of the importance of reconciliation and forgiveness in their own lives. Regardless of background, behaviour and sexual orientation, pupils are to be caringly accepted within the Church school.

Aims

The school recognises that we are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships and Sex Education (RSE) has been compulsory in all secondary schools since 2020, with an extension to 2021, due to Covid implications. At Hutton, we are always seeking to ensure that our students are well prepared and therefore we implemented the guidance throughout Key Stage 3 during academic year 2019-2020 and we implemented the program from September 2020 in Key Stage 4 and Key Stage 5 at the latter end of the year. From September 2021, we are fully compliant to original guidelines and our students are ready for a 21st century world.

The topics covered within the RSE curriculum are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

Through the appropriate Programmes of Study, teaching will build on the knowledge acquired by students in Primary school and develop further pupils' understanding with an increased focus on risk areas such as intimate relationships and sex. It is also a flexible program responding to current national requirements and expectations necessary to prepare young people for the wider world.

Our belief at Hutton is that mental wellbeing is central to a student's success and will enable them to build positive relationships. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The RSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. RSE is taught in a wider context of helping to foster student wellbeing and develop resilience and character that we know are fundamental to being happy, successful and productive members of society. Central to this is a student's ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

Under the provisions of the Equality Act, Hutton will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. At Hutton our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice.

RSE Policy and Curriculum Development and Review

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education, with input from our expert staff and in consultation with parents. We are clear that parents and carers are the prime educators for children on many of these matters. At Hutton we aim to work in collaboration with parents and carers, building on what pupils learn at home. This policy and the RSE curriculum reflects our School's context and diverse nature as well as recognising that the role of educating every student is a partnership between home and school. We aim to always deliver content in a sensitive, objective and balanced manner to enable students to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

The RSE policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

RSE Curriculum Overview

The RSE curriculum is part of the whole school PSHE curriculum, which is planned and designed to be age appropriate and include content under the following themes:

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

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half Term 6
	Health & well being	Living in the Wider World	Relationships	Health & Wellbeing	Relationships	Living in the Wider World
7	Creating good PD class environment Transition to secondary school <i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i> managing mental health & well being Managing Risky Behaviour & Personal Safety Basic First Aid Introduction to Unifrog	Considering careers – raising aspirations Democracy Parliament and Law Laws and rights Affecting Children What is crime?	<i>All topics will return to equality theme throughout;</i> Diversity prejudice and discrimination and disability prejudice Cyber Bullying Friendships - Healthy & Toxic Managing on and off-line friendships (friendship boundaries)	Lifestyle choices Healthy Eating Smoking Vaping Alcohol Sleep Habits	Knife Crime (County Lines) Commitment Different Types of Families Puberty boys and girls <i>Ties with Equality</i> :Consent – wanted and unwanted behaviour Sexual harassment Empathy & Literacy	Finances Saving Borrowing Budgeting Financial choices (Finance Guest speaker and follow up sessions) New Community Project Unifrog - Employability skills
8	Creating good PD class environment <i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i> Mental Health & Well being (coping with peer pressure) Personal Safety Drugs Alcohol Unifrog	Employability Skills Equality of Opportunity (Work place) Types of work Career Choice Aspirations Network Rail Safety	<i>All topics will return to equality theme throughout;</i> Tackling racism and religious discrimination, promoting diversity & equality (introducing Human Rights) Introduction to on-line safety and digital literacy Media reliability Influence of peer pressure	Puberty – Hygiene Shaving Body Image Self esteem Sleep factors (over-consumption of energy drinks) Hooks into Gambling	Introduction to sexuality and gender identity Introduction to Male Identity and Aggression <i>Ties with Equality</i> Introduction to consent – sexual and respectful behaviour Female genital Mutilation	Environment Rights and Responsibilities in the Community British Values <i>; Ties with Equality</i> Influence of media – fake news New Community Project Careers Unifrog

<p>9</p>	<p>Creating good PD class environment <i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i></p> <p>Well being – self esteem and managing stress</p> <p>Handling worry and Stress</p> <p>knife Crime</p> <p>Drugs & alcohol & peer pressure</p>	<p>Introduction to Unifrog</p> <p>British Armed Forces</p> <p>United Nations</p> <p>Gambling</p> <p>Introduction to post 16 pathways and options.</p>	<p><i>Ties with Equality</i> Tackling homophobia, transphobia and sexism LGBT+ inclusivity</p> <p>Careers Option Choices (GCSE Option Choice research including Labour Market Information Unifrog)</p>	<p>Healthy lifestyle Diet & exercise</p> <p>Lifestyle balance Healthy choices Linking choices and mental health</p> <p>Understanding Eating Disorders and Self harm</p> <p>Influence of Media – Fictions V;s reality</p>	<p><i>Ties with Equality</i> Healthy and unhealthy relationships and consent Marriage (LGBT+ inclusivity)</p> <p>Managing Change, Grief and Bereavement</p> <p><i>Ties with Equality</i> Self Worth romance and friendships introduction to assertive communication and consent Intro to sexting, up skirting and challenging media myths</p> <p>Families – separation in families, changing relationships (LGBT+ inclusivity)</p> <p>Conflict at home – running Away</p>	<p>On-line safety - child sexual exploitation, laws.</p> <p>Money Budgeting,</p> <p>Loans</p> <p>Understanding payslips</p> <p>UK Work (U18's) and child labour.</p> <p>New Community Project First Aid</p>
<p>10</p>	<p>Creating good PD class environment</p> <p>Transition to KS4 including managing well being <i>through stress, exam,</i></p> <p><i>Maintaining Resilience through periods of change.</i></p> <p><i>Equality: recognising and addressing</i></p>	<p>Unifrog – careers employability skills</p> <p>Managing Debt - Understanding the causes and effects of debt</p> <p>Understanding the risks associated with Gambling.</p> <p>Staying in control of money</p>	<p><i>All topics will return to equality theme throughout</i> Prejudice & Discrimination Racism</p> <p>(LGBT+ inclusivity) Managing romantic relationship challenges including break ups introducing revenge porn. Tackling relationship</p>	<p>Evaluating the social and emotional risks of drug & alcohol use.</p> <p>The importance of sleep</p> <p><i>Ties with Equality</i> Exploring the influence of role models and social media</p> <p>Careers Unifrog</p>	<p><i>All topics will return to equality theme throughout</i> (LGBT+ inclusivity)</p> <p>Healthy & Unhealthy Relationships- abuse</p> <p>Sexual Consent</p> <p>Sharing Sexual Images</p> <p>STI's and contraception</p> <p>Impact of pornography on</p>	<p>Different families and parenting skills(LGBT+ inclusivity)</p> <p>Bereavement & loss</p> <p>Child Sexual Exploitation</p> <p>New Community Project</p>

	<i>sexually (and other) harassing behaviour.</i> What to do in an attack (Knife / Gun)	Preparation for Work Experience	myths and expectations		relationship expectations and behaviours	
11	<p>Creating good PD class environment <i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i></p> <p>Managing well being: exam Stress</p> <p>Challenging stereotypes Toxic masculinity</p> <p>Male health – Testicular Self Assessment, Prostate (insight to female health breast and cervical cancer)</p> <p>First Aid</p>	<p>Post 16 Pathways and options (Unifrog work)</p> <p>Responsible Choices – Careers Options and FE Research (Unifrog Preparing for Mock Interviews;</p> <p>Personal statement Writing</p> <p>Mock Interview Prep</p> <p>Rights of Employers, H&S laws</p>	<p>British Values and Human rights focusing on Addressing & Challenging extremism and radicalisation</p> <p>Child Crime exploitation Child labour exploitation Child Sexual Exploitation</p>	<p>Revision skills</p> <p><i>Trialling wotwududo RSE resources</i></p> <p>(Finance – life-long financial understanding and skills)</p>	<p><i>Ties with Equality (LGBT+ inclusivity)</i> Tackling domestic abuse and forced marriages Female Genital Mutilation</p> <p><i>(LGBT+ inclusivity)</i> Families, parental responsibility, fatherhood and changing relationships.</p> <p>KS5 Transition</p>	

*Guidance from DfE (June 2020) emphasis upon Mental Health – Ensuring that our pupils are ready to be back at school and prepared for future challenges and opportunities.

- Further details relating to the above can be found by searching ‘relationships, sex and health education’ on GOV.UK
- The RSE topics fall under all of these themes and are taught within the PSHCE curriculum, but may also be covered across the curriculum in subjects such as Science.
- The current PSHCE plan for KS3 and 4 will be taught alongside other Year and Key Stage events/presentations
- Where applicable LGBT will be themed within topics as well other elements of diversity. Additionally consideration of aspects of harmful sexualised behaviour will also be themed throughout relevant topic areas.
- Topics/Areas covered will be further assessed/considered following parent, governor, teacher and student consultation; SEND and Faith considerations will also be explored.

- Additional information, advice and guidance centred around 'Living in the Wider World', with specific reference to Finance and Careers/employability skills will be addressed through additional 'Drop Down Events', where the normal curriculum is suspended for a specific period of time during the day
- 'Unifrog' is an online platform providing Careers Information, Advice and Guidance

Guest Speakers

We sometimes use outside speakers to complement our teaching of the RSE content. In this instance, speakers are asked to work within the framework of our RSE policy and adhere to the policy for visiting speakers. A teacher will be present throughout these lessons.

Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. This does not include that which is taught on the science curriculum.

Parents must state their request in writing to the Head. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the student hearing their peers' version of what was learned in the class rather than what was delivered by the teacher.

Unless there are exceptional circumstances, School will respect the parents' request to withdraw their child. Requests from parents must be made annually for consideration.

However, three terms before the student turns 16 years old they are legally able to make their own decision as to whether they receive sex education. The School will make arrangements to provide the student with sex education during one of those terms and a parental request of withdrawal will not be granted.

There is no right to withdraw from relationship education.

Approval and review

Next Review	Curriculum & General Purposes Committee	Spring Term 2023
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