

LANCASTER ROYAL GRAMMAR SCHOOL

POLICY STATEMENT

Number 23	Date Approved by Board of Governors December 2022
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RELATIONSHIP AND SEX EDUCATION POLICY

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is also about the teaching of sex, sexuality and sexual health. It should also encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner. It is about the understanding of the importance of loving and caring relationships.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. In addition, RSE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Relationships and sex education has three main elements: developing considered and appropriate attitudes and values; learning and developing personal and social skills; gaining knowledge and understanding of physical and sexual development, human sexuality, and pregnancy and contraception.

LRGS is committed to meeting the statutory requirements regarding the teaching and promotion of healthy relationships and keeping safe, well and healthy, both physically and mentally, in the online and physical world.

AIMS

To ensure that pupils acquire factual knowledge and understanding about the physical, mental and emotional aspects of their development and how these interrelate, and the skills required to manage healthy relationships and combat harmful attitudes.

- To help pupils cope with the stresses of adolescence.
- To ensure that pupils consider the moral aspects of sexual issues.
- To give pupils appropriate resources to help them to make informed decisions in the areas of sex and relationships
- To provide knowledge about loving, respectful relationships.
- To ensure that pupils understand the Law around consent and their legal rights and responsibilities.
- To ensure that pupils understand and embrace the school's ethos of 'no bystanders' so that pupils know who to turn to and how to report any

unacceptable behaviours, such as bullying, sexual harassment and discrimination.

The delivery of the policy.

The curriculum content for Relationships and Sex Education is delivered through Values lessons, the Assembly Programme, Form Periods and occasional additional outside talks or drop-down awareness days through years 7 to 13. This content is primarily delivered by LRGS staff who are provided with training and appropriate resources. We also invite a number of outside agencies to run sessions such as the NHS and Brook (a sexual health and wellbeing charity). When bringing in outside agencies and organisations to deliver content on RSE themes, we will inform parents. We also use child sexual exploitation resources through CEOP (Child Exploitation and Online Protection) and Childnet. We signpost pupils towards extra sources of information and support if necessary, through the 'Who To Turn To' system and information in student handbooks. Pupils receive regular reminders of the staff within school and other agencies they can turn to for targeted support.

The school's Anti-Bullying, Safer Internet, Mental Health and Diversity awareness activities all promote content relevant to relationships and sex education.

The school also undertakes activities aimed at flagging risk-taking behaviour and provides further education and guidance to those students in need of additional support.

Sex and relationship Education and Parents

The prime responsibility for bringing up children rests with parents. Staff at LRGS recognise that parents are the key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The school has a particular responsibility for the care and wider education of boarders. Boarding houses make use of induction programmes and other activities that enable pupils to understand RSE themes within the specific context of boarding. The work done in school must be seen as complementary and supportive to the role of parents. and

Parents have the right to withdraw their child from any or all of the sex education apart from that included in the Science Curriculum which covers the biological aspects of human growth and reproduction. A request to withdraw a pupil from sex education need not give a reason and can be in writing to the Headmaster or verbal. If it is a verbal request, the school will confirm the request in writing. Alternative arrangements will be made for such students.

Confidentiality

A teacher running a relationship and sex education class is not in a position to promise that all information that might emerge is confidential. Best practice is for the class to adopt the PSHE Association's classroom ground rules for discussion. The

determining factor regarding a teacher sharing information further is the nature of the priorities as determined by the school's Safeguarding Policy.

Access to Sex and relationship Education

All pupils, including those with special educational needs, have equal right to access to sex education. Advanced notification of topic areas and delivery times will be provided to those pupils who might benefit from this information. Steps will be made by the teacher and the learning support team to support pupils appropriately during the lessons to ensure the content is accessible to all. Where necessary, the content can be delivered in a differentiated format to ensure it remains appropriate for individual educational needs.

Monitoring and Review

Pastoral heads track trends and review incidents, which then informs planning. The delivery of sex and relationship education will be reviewed by the member of staff co-ordinating all aspects of the extended curriculum on an annual basis, this review will include input from a pupil panel and consultation with parents. The Governing Body will review this policy every 3 years.