

Relationships and Sex Education (RSE) Policy

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| Scope: | Whole School including EYFS |
| Release date: | May 2025 |
| Review date: | Spring 2026 |
| Author: | Head of PSHE/RSE |
| Reviewed by: | Head |
| Approved by: | Board of Governors |

Linked documents

This policy should be read in conjunction with:

- Safeguarding Policy
- E-Safety Policy
- SEND Policy
- EAL Policy
- Visiting Speaker Policy
- Behaviour Policy
- Anti-Bullying Policy

Acronyms

DGS - Derby Grammar School

PSHE - Personal, Social, Health and Economic Education

RSE - Relationship and Sex Education

SEND - Special Educational Needs and Disabilities

SRE – Sex and Relationships Education

EAL - English as an Additional Language

LGBTQ - Lesbian Gay Bisexual Trans Queer

Availability

This policy is available through the school website and a printed copy may be requested from Reception.

Rationale and ethos

This document sets out the approach that Derby Grammar Senior School takes to the delivery of Relationships and Sex Education (RSE) in line with the guidance from the PSHE Association. It provides a strategic framework for the delivery of Relationships and Sex Education in the school.

We define RSE as the basis for the emotional, social and cultural development of students. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We believe RSE is important for our pupils and our School because it helps pupils to make responsible and well-informed decisions about their lives.

Our School's overarching aims for our pupils are to support them through their physical, emotional and moral development in order to provide them with life-skills that will enable them to make informed decisions and protect them against harmful and exploitative situations.

The comprehensive programme of RSE complements and is underpinned by the whole school values of inclusion and the celebration of diversity. It also gives our pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE Programme Working Group Roles and responsibilities

| Role | Responsibility | Assigned to |
|-------------------------------|---|-----------------|
| Governors' RSE Representative | Overall responsibility for RSE Advises on and approves Policy Documents, and Curriculum. RSE Sponsor | R. Milner-Smith |
| Head | Day to day responsibility for RSE Policy Document development and approval Curriculum development and approval. | P. Hilliam |
| Acting Deputy Head Academic | Policy Document development and approval Curriculum development and approval. | E. Ellis |
| Acting Deputy Head Pastoral | Identifies pupils who may require additional pastoral support following the teaching of some topics. | K. Stebbings |
| Head of PSHE/RSE | Policy Document development Curriculum development. Scheme of work development. Lesson planning. | D. Boddy |

Overall responsibility for the RSE programme lies with the Full Governing Board, represented in the working group above by the Governors' RSE Representative.

The RSE programme will be led by the Head of PSHE/RSE, supported and advised by the RSE governor, Acting Deputy Head Academic, Acting Deputy Head Pastoral, Primary Lead and Heads of Year.

Teaching staff, supported by external specialists where appropriate, deliver the planned lessons.

Legislation (statutory regulations and guidance)

Department of Education statutory guidance states that we are required to teach RSE and Health Education as part of our Personal Social Health and Economic Education (PSHE) provision and this informs a whole school culture of inclusion.

Documents that inform the school's RSE policy include:

- Education Act (1996), (2002) and (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education (2023)
- Children and Social Work Act (2017)
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- Relationship Education, Relationships and Sex Education (RSE) and Health Education (updated 2021)

Curriculum Design – Primary School

Derby Grammar Primary School considers that RSE is an integral part of the Personal, Social, Health and Economic (PSHE) curriculum. We aim to offer pupils a carefully planned programme of work within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity.

Relationships Education

The focus in the Primary at Derby Grammar School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our relationships education through a variety of teaching methods and interactive activities. Some sessions may be delivered by external providers e.g. NSPCC. An outline of the topics covered can be found listed below:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

Throughout the Primary School, we focus on teaching the characteristics of good physical health and emotional wellbeing. Teachers are fully aware that emotional wellbeing is a normal part of daily life, in the same way as physical health. An outline of the topics covered can be found listed below:

- Emotional wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education

Sex education is exclusive to the Year 6 curriculum in our Primary School. We recognise the importance of supporting pupils' ongoing emotional and physical development as they transition to senior school, and tailor a sex education programme appropriate to the age and maturity of our pupils.

Whilst sex education in our School means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all

our work in School. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of a loving relationship, marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect.

In addition, we:

- inform parents on our RSE programme;
- listen to the views of the children in our School regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

In Year 6 we place a particular emphasis on ensuring that our pupils are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. We use the BBC Active scheme of work and liaise with the Senior School Science Department to support the teaching of these lessons. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them.

Content includes:

- Growing up
- Cycle of Life
- Feelings
- Family Life
- Friendships

Managing Difficult Questions

Teachers will endeavour to answer all questions with sensitivity and care. Ground rules are established in class and pupils are reminded of these at the start of each lesson. Special consideration is given when teaching particularly sensitive content, and teachers are fully aware of the pupils in their class and how they might relate to the lesson content. The Primary at Derby Grammar School aims to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something relating to the lesson content without the rest of the group present, an opportunity will be provided.

Curriculum Design – Senior School

Our RSE programme is an integral part of our whole school PSHE education provision and has been developed in line with the PSHE Association Guidelines and the Sex Education Forum's 'Twelve principles' of good quality RSE; available [here](#) and [here](#).

The curriculum will teach topics grouped under the following headings:

- Living in the wider world
- Health and wellbeing
- Relationships

High quality differentiated resources support our RSE provision and are regularly reviewed by the RSE Lead, Head and Acting Deputy Head Academic. Learning about relationships and sex education in lessons will link to and complement learning in Science, Physical Education and Religious Studies.

Our aim is to ensure that the RSE curriculum is inclusive and meets the needs of all our students, including those with special educational needs and disabilities by working with our SEND team. Throughout our RSE programme we will be clear that the 9 protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are respected and acknowledged at all times in our curriculum as they are the basis of the equality laws in the United Kingdom.

Safe and Effective practice

We will:

- Ensure a safe learning environment by devising with students clear ground rules for lessons. Make pupils aware that they are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Use age-appropriate resources.
- Ensure that students are aware of support both within and outside school.
- Provide a safe space in which sensitive discussions can take place by using scenarios to focus discussion, rather than asking pupils to speak about personal experiences.
- Ensure that lessons are inclusive and that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

Methods of Delivery

The core content of our RSE programme is delivered through PSHE lessons. Biological aspects of RSE are taught within the Science curriculum. Some aspects are also dealt with in Religious Education with issues relating to health education also covered in the PE curriculum. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

It is our policy that wherever possible, lessons should be taught in mixed gender groups. Certain parts of the curriculum may, at our discretion, be taught in single sex groups.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, may lead to disclosures of child protection issues.

Teachers will consult with the Designated Safeguarding Lead and in their absence their deputy to ensure that they are aware of any situations which may overlap with topics being taught. Visitors/external agencies which support the delivery of RSE will be required to follow the risk assessment protocols in place at Derby Grammar School.

Engaging stakeholders

This policy has been approved by the RSE Programme Working Group (defined above) after consultation with parents and carers; further consultation is needed if the policy or lesson content changes. The policy is available to parents and prospective parents on the School's website and a printed copy may be requested from the School Office (schooloffice@derbygrammar.org). In compliance with the compulsory requirements from the DfE a consultation paper will be emailed to all parents in March 2025 with a draft of the Policy and all parents were given a two-week window to respond. Parents will have the option to attend a consultation evening to discuss policy.

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. If a parent chooses to withdraw a child then the school will communicate further with the parents.

We are committed to working with parents and carers and our aim is to produce a course that will be suitable for all our students and avoid the need for any child to be removed from a session.

If a parent or carer requests that their child be removed from a particular RSE session we will support this, We will also provide the parent or carer with appropriate information, if they so desire.

The issues may be covered as defined in the RSE curriculum and if parents have a particular concern they are encouraged to contact the Head of PSHE/RSE or their child's tutor in the normal way for further details.

The following link outlines the government's guidelines for parents:

[Understanding Relationships, Sex and Health education at your child's secondary school, a guide for parents.](#)

- [Copy in Arabic](#)
- [Copy in Somali](#)
- [Copy in Urdu](#)

Monitoring, reporting and evaluation

Curriculum audits are carried out in order to map content coverage and reinforcement. The most recent shows RSE is consolidated in the curriculum, e.g. IT department highlighting and exploring cyber safety and in Biology for sex education.

Pupil surveys show how pupils view RSE, and content and timing of coverage changes to reflect their views.

Informal evaluation will be ongoing, and pupils' understanding will be assessed. Teachers and pupils will have opportunities to review and reflect on learning during lessons through the use of class discussion and assessment activities. Pupil voice will be influential in adapting and amending planned learning activities. Teachers delivering the RSE curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

RSE Policy Review Date

This policy will be reviewed on or before the date defined in the document header.

It will be reviewed by the Full Governing Board, Head, Acting Deputy Head Academic, Acting Deputy Head Pastoral, Primary Lead and Subject Lead for PSHE.RSE.

The review will ensure that the policy is updated to include changes in legislation, best practice, stakeholder feedback, and lessons learned from RSE delivery. Consultation of parents will take place when there is material change to the policy or practice.

APPENDIX A: DFE REQUIREMENTS – BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW THE FOLLOWING TOPICS

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| Families and people who care for me | <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships | <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships | <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. |

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.