

OLDHAM HULME GRAMMAR SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

This policy is applicable from EYFS through to Year 13

Introduction

Oldham Hulme Grammar School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The school recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The school recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The school's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

A key aim of this policy is to help to create a culture of safety, equality and protection.

Scope and application

This relationships education and relationships and sex education policy applies to the Nursery and Infants, Junior and Senior Schools.

The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

Regulatory framework

This policy has been prepared to meet the School's responsibilities under:

- Education (Independent School Standards) Regulations 2023;
- Statutory framework for the Early Years Foundation Stage (DfE, July 2023);
- Education and Skills Act 2008;
- Education Act 2002;
- Children Act 1989;
- Equality Act 2010;
- Children and Families Act 2014;
- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (Updated September 2021).

This policy has regard to the following guidance and advice:

- It is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, June 2019)
- [Keeping children safe in education](#) (DfE, September 2023) (KCSIE);
- [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018);
- [Sharing nudes and semi-nudes: how to respond to an incident overview](#) (December 2020)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (Sept 2021);

- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018);
- [Relationships education, relationships and sex education and health education FAQs](#) (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*; and

The following School policies are relevant to this policy:

- Safeguarding policy
- Behaviour policy
- Anti-Bullying strategy
- Special Education Needs and Disability policy
- Equality and Diversity policy
- E-Safety policy
- Curriculum policy

Publication and availability

This policy is published on the school's website and is available free of charge in hard copy on request from the school office.

A copy of this policy is available for inspection from the school office during the school day. This policy can be made available in large print or other accessible format if required.

Definitions

Where the following words or phrases are used in this policy:

- references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (eg legal guardian).

Responsibility statement and allocation of tasks

The Board of Governors has overall responsibility for all matters which are the subject of this policy including the approval of this policy. The Board of Governors is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Governors' response to this duty. To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Principal Head of Juniors and Head of Nursery and Infants	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Principal Head of Juniors and Head of Nursery and Infants	As required, and at least termly

Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Deputy Principal Head of Juniors and Head of Nursery and Infants	As required
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Deputy Principal Head of Juniors and Head of Nursery and Infants	As required, and at least annually
Formal annual review	Board of Governors	Annually

Definition of relationships education and relationships and sex education

Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing

- The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.
- Sex education, as part of relationships and sex education in secondary schools, includes also the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.
- Sex education is not compulsory in primary schools. The school science curriculum policy includes reference to the subject coverage in related areas, including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals].

Curriculum content

- By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe.
- In addition to relationships education, the Juniors will teach sex education contained in the science curriculum about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals.
- By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health. Pupils are also apprised of relevant legal provisions when topics are taught, such as consent, FGM, sexuality, gender identity, exploitation.
- In addition to relationships education, the senior school will teach sex education in the Biology curriculum about the reproductive organs, fertilisation, pregnancy, birth, puberty, the menstrual cycle

and birth control.

Equality

The school will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and sex and relationships education. The school will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

The school will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.

Students with special educational needs and disabilities (SEND): relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

Lesbian, Gay, Bisexual and Transgender (LGBT) issues: The school will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBT issues. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

The school is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for schools to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including: in the way it provides education for pupils; in the way it provides pupils access to any benefit, facility or service; or subjecting them to any other detriment.

The school is also aware of its duties to teach about equality issues and to ensure teaching at the school does not discriminate against pupils.

Curriculum delivery

Nursery & Infants and Juniors

The content of the relationships and sex education curriculum is delivered through the PSHE programme as outlined in the [PSHE policy](#), via assemblies and through curriculum Science. The PSHE programme is delivered by form teachers. Many of the themes covered are supported through other curriculum subjects: Science, English, Computer Science, RS and Humanities and the school endeavours to develop cross-curricular links where possible. Assemblies are delivered by members of staff and, occasionally, external agencies.

Each child has an entitlement to access the PSHE curriculum. The resources used and topics taught will reflect the multicultural society in which we live. Staff will ensure all pupils are comfortable within PSHE lessons and that every child has the opportunity to participate fully in all lessons regardless of their ability, gender or ethnic background. Staff will ensure that any specific learning needs are catered for within a lesson, for example, supporting any child who may require support with communication or one who requires a multi-sensory approach for engagement.

Senior School

The content of the relationships and sex education curriculum is delivered mainly through [PSHE](#) and relevant areas of other academic subjects as detailed in the [RSE and Health & Wellbeing Audit Document](#)

It is also covered through the pastoral programme:

- form period programme delivered by form tutors
- assemblies delivered by members of staff and / or external agencies

Some aspects may be covered via presentations or workshops delivered by external agencies organised by the pastoral team or PSHE Head of Department.

Pupil questions

The School appreciates that pupils may ask their teachers or other adults' questions pertaining to sex or sexuality which go beyond the school's curriculum. The school's approach is to ensure that teachers are confident to deal with such questions in an age- appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.

Safeguarding, reports of abuse and confidentiality

The school will follow Keeping children safe in education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled.

Teachers will follow the school's safeguarding policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the school's safeguarding policy if a child protection issue is raised.

The school will encourage students to talk to their parents or carers and support them to do so. The school will also inform students of sources of confidential help, for example, the school nurse, counsellors, GP or local young person's advice service.

Where the school invites external agencies to support the delivery of these subjects, the school will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

Parents' and carers' participation

The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:

- teaching their children about relationships and sex;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up;
- preparing them for the challenges and responsibilities that sexual maturity brings.

The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes.

The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. [Example of PSHE Year 7 Health & RSE letter which is sent out to parents.](#)

Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The school will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.

Following a request to withdraw in relation to a secondary age child, the Principal will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the school should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Principal may want to take into account a pupil's specific needs arising from their special education needs or disability when making this decision. Any discussions and decisions will be documented by the School.

Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum.

The Principal will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the school. There is no right to withdraw from relationships education.

Consultation

This policy will be reviewed in consultation with parents and carers and seeks to take into account the views of teachers and pupils.

Training

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

The level and frequency of training depends on the role of the individual member of staff and the need for them to complete risk assessments as part of their role.

The School maintains written records of all staff training.

Record keeping

All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

All matters arising from this policy involving a child protection issue will be recorded and dealt with under the school safeguarding policy.

The information created in connection with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law.

Relationships and Sex Education (RSE) Policy Reviewed: September 2023

Next Review Due: September 2024