



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

HEALTH, RELATIONSHIPS AND SEX EDUCATION POLICY

DATE: June 2024
REVISION DATE: June 2026

Health, Relationships and Sex Education Policy

Rationale

This policy has been developed in line with the Department for Education's Statutory Guidance document published in July 2019, which is statutory from September 2020. It covers our school's approach to the delivery of Health and Relationships and Sex Education.

According to the Department for Education guidance, Health and Relationships and Sex Education (RSE) should:

'...give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.'

'...enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy.'

'...help prepare pupils for the opportunities, responsibilities and experiences of adult life.'

Sutton Coldfield Grammar School for Girls recognises our responsibility to ensure that our students are well informed and have the character, skills and knowledge needed to make good decisions regarding their health and relationships.

Aims and Objectives of Health and Relationships and Sex Education:

- To enable students to know the characteristics of healthy and unhealthy relationships (including friendships, marriage or other types of committed relationship);
- To provide accurate information about contraception, sexuality, sexual health, gender identity and associated laws;
- To increase understanding of developing intimate relationships and what is acceptable and unacceptable behaviour in relationships;
- To offer support and accurate information for students and to dispel myths;
- To explore the rights and responsibilities involved in a range of different relationships;
- To enable students to make safe, informed and healthy choices with regard to their relationships;
- To highlight the link between healthy relationships and positive mental well-being and high levels of self-respect;
- To enable students to avoid being exploited, or exploiting others and to protect themselves from being pressurised into unwanted, or unprotected sex;
- To raise awareness of external pressures posed by technologies including social media;
- To develop a sense of mutual respect, care and consideration for others;
- To develop skills such as communication, risk assessment, managing relationships, decision-making, assertiveness and seeking help;
- To cultivate and practise character traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and justice;
- To create a safe and positive atmosphere where questions and discussions on sexual matters can take place without embarrassment; and
- To provide information regarding available support services.

Sex and Relationships Education will be taught in a moral and values framework which focuses on the following aspects:

- Taking account of other people's feelings;
- Mutual support and co-operation;
- Self-respect;
- Accepting responsibility for the consequence of our own actions;
- The right of people to hold their own views;
- Not imposing our own views on other people;
- Not infringing upon the rights of other people;
- The right not to be abused by other people or be taken advantage of;
- The right of people to follow their own sexuality within legal parameters;
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion;
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views, gender identity and sexual orientation;
- Challenging gender-based and homophobic bullying, prejudice and sexism;
- The right to accurate information about sex-related issues; and
- The right to access support services.

The delivery of Health, Relationships and Sex Education

Health, Relationships and Sex Education is delivered primarily through the Science curriculum and through the Personal Development Programme. , Some aspects of relationships within a moral and ethical framework may be covered in other subjects such as Religious Education and English. Outside agencies may also contribute to the planning and delivery of Health, Relationships and Sex Education. The Health and RSE programme is led by the Assistant Headteacher – Personal Development. It is taught by a specialist member of staff in Years 7, 8 and 9 and by the Personal Development Team in Years 10 and 11.

Clear ground rules are established with students to establish a safe and respectful environment for the discussion of issues relating to Relationships and Sex Education. All staff should be aware of confidentiality guidelines and inform the relevant Head of Year in cases of a student requiring confidential medical advice or counselling. Members of staff are contractually bound to disclose information about any form of abuse of children and young people to the Designated Safeguarding Lead, (DSL), in school.

The following will help to establish clear boundaries for confidentiality between students and teachers:

- Reassure students that their best interests will be maintained;
- Encourage students to talk to their parents, or carers, and give them support to do so;
- Ensure that students know that teachers cannot offer unconditional confidentiality;
- Reassure students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- If there is any disclosure or possibility of abuse, the school's child protection procedures should be followed;
- Ensure that students are informed of sources of confidential help, for example the school nurse, counselling services, GP or local young person's advice service.

Parental right to withdraw students from Health and Sex and Relationships Education

Health, Relationships and Sex Education within school is intended to be complementary to and supportive of the role of parents and carers. Parents and carers do not have the right to withdraw their child from the Health, Sex and Relationships Education element of the National Science Curriculum. Parents and carers do have the right to withdraw their child from the 'Sex' element of PSHE, but the Relationships and Health Education elements provided within Personal, Social and Health Education lessons is a statutory requirement. There is no right to withdraw from Health or Relationships Education. Where a child has been withdrawn previously, a child can opt back in at any point during the period of time starting three terms before their 16th birthday and should then receive Sex Education in line with statutory guidelines.

Parents and carers are invited to contact the Assistant Headteacher (Personal Development), in writing, if they have any concerns or queries. If parents and carers request that their child is withdrawn, they will be contacted to discuss their request. Parents and carers do not have to give their reasons for withdrawing their child but should be made aware of the implications of removing them from lessons, how it may make their child feel and how it may affect relationships with other students. Appropriate alternative provision will be made where a student is not in a particular lesson.

Equal Opportunities and Inclusion

All staff and students are treated equally regardless of their gender, race, special educational needs, disability, ethnicity, sexual orientation or social background. The Health, Relationships and Sex Education policy is in line with the school's Equal Opportunities Policy.

Monitoring and Review

Health, Sex and Relationships Education will be monitored and evaluated by the Assistant Headteacher responsible for Personal Development and the Deputy Headteacher responsible for Student and Staff Development. It is overseen and approved by the Welfare and Access Committee of the Governing Board. The opinions of staff, students and parents/carers will also inform future planning to ensure that the delivery of Health, Relationships and Sex Education continues to meet the needs of our students. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.

This policy should be read in conjunction with other school policies on Safeguarding and Child Protection, E-Safety, Anti-Bullying and Equal Opportunities.

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Health, Sex and Relationships Education Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved in June 2022 until June 2024

Policy/project lead and Author of Equality Impact Assessment:

Mrs M Lucas – Assistant Headteacher: Character Development

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's Sex and Relationships Education

Who will benefit/be affected by this policy/activity?

Students of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

Due to the personal nature of some of the content of Relationships and Sex Education, different groups of students may respond differently to some elements of the programme. Appropriate ground rules and safeguarding procedures will be followed to ensure this does not cause any concerns.

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all equally

Having reviewed the potential impact of the policy/activity listed above, I believe a full impact assessment is required / **NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Name: Michelle Lucas

Date: 13th May 2024