



**Carre's Grammar School
A Robert Carre Trust School**

Relationship and Sex Education Policy (RSE)

Carre's Grammar School is a selective academy for boys aged 11-16 with a coeducational sixth form. The school draws its students primarily from the town of Sleaford and a rural catchment that extends well into the North Kesteven district and beyond.

The curriculum provided by our school actively seeks to support the development of students' abilities in the following key areas: creative thinking, effective participation, reflective learning, independence, resilience, tolerance of diversity, curiosity, self-management and teamwork.

The curriculum also seeks to enable all students to demonstrate through their actions the three key Trust values of:

- Respect,
- Commitment to excellence, and
- Trust.

We believe that the supportive and welcoming atmosphere of Trust schools helps our students enjoy learning, achieve well and develop good relationships with others. We seek to combine this with challenge to encourage students to take increasing responsibility for themselves and for others around them as they grow and develop.

Within this context Carre's Grammar School is committed to providing quality and meaningful Relationships and Sex Education.

Definition - What is Relationships and Sex Education (RSE)?

RSE is about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

Policy Development and Review

RSE at Carre's Grammar School is regularly reviewed to better serve and be responsive to the needs of all students in our school community. The consultation process in the development and review of the RSE policy has involved reference to both national and local guidance and has included the following groups and individuals:

- PSHEC/RSE Coordinator
- Teaching and support staff
- Senior Leadership Team
- Students via School Council and feedback from sessions
- Parents/Carers
- Local Governing Body

The formulation of this policy is consistent with other Local School Policies and Multi Academy Policies. This policy can be used in isolation as a point of reference when

considering the school approach to relationships and sex education; it can also be viewed as part of a wider group of Trust and school policies concerned with student welfare. These include, but are not limited to:

- CGS Behaviour Management Policy
- CGS Curriculum Policy
- CGS PSHE & Citizenship Policy
- RCT Anti-Bullying Policy
- RCT Equal Opportunities Policy
- RCT Safeguarding Policy
- RCT Security Policy (i.e. invited speakers/visitors)
- RCT SEND Policy

A wide range of additional consultation documentation has been reviewed (either partially or in full) during the review of this policy. See Appendix I.

Statutory requirements/withdrawal from RSE

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. As a result, **from September 2020** parents/carers ~~will~~ have the right to request that their child be withdrawn from some or all of sex education (but not Relationships or Health Education) delivered as part of statutory RSE (which excludes the science curriculum) **up to and until three terms (i.e. one academic year) before the child turns 16**. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during (one or more of) those terms.

If parents/carers are considering withdrawing their child/children as specified above we would encourage them to meet in the first instance, with either the relevant Head of Year, the Safeguard Lead or the Deputy Headteacher. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the students' educational record. Appropriate alternative learning will be provided for students who are withdrawn from sex education.

The Head of Year will be the member of staff managing arrangements for students withdrawn from sex education.

RSE at Carre's Grammar School

As mentioned above, we seek to enable all students to demonstrate through their actions the three key values of the Robert Carre Trust:

- **Respect** – the celebration of diversity within individuals, cultures and organisations
- **Commitment to excellence** – aspiration to the best they can achieve
- **Trust** – the underpinning of all of their relationships with trust.

Carres' Grammar School RSE aims to:

- Provide students with accurate and up-to-date information about RSE topics
- Develop their confidence in asking questions without embarrassment, communicating within discussion and reflecting on their feelings about RSE topics
- Develop knowledge and understanding about puberty, reproduction and sexuality

- Develop positive attitudes, strong moral values, self-respect and self-esteem
- Ensure students understand the law on sexual behaviour, consent and abuse
- Develop an understanding of the importance of respect, trust and love in relationships
- Encourage an understanding of the perspectives of different genders and sexualities
- Develop a sense of responsibility and an awareness of the consequences of one's actions in relation to sexual activity
- Provide students with information about different types of contraception, safe sex and how to access further advice and treatment
- Give students a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Challenge discrimination based on sexual orientation and gender and equip students to address and, where appropriate, challenge (i.e. bystander intervention) sexist, homophobic, biphobic and transphobic (HBT) comments and bullying.
- Correct misunderstandings and counteract myths drawn from the media and their peers
- Link RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- Develop an awareness of the dangers of criminal exploitation, including sexual exploitation and via the Internet
- Allow students to confidently seek information and advice when they need help.

Equality and Inclusion

Schools are required to comply with relevant requirements of the Equality Act 2010 and must pay particular attention to the Public Sector Equality Duty (PSED) (s.149 of the Equality Act). Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Carre's Grammar School aims to provide RSE which is inclusive and meets the needs of all students.

- **Special Educational Needs and Disability (SEND):** Some students may have learning, emotional or behavioural difficulties or physical disabilities which result in particular RSE needs. Delivery of RSE will be differentiated where necessary to address the needs of these students, enable them to access the content of RSE and ensure inclusivity.
- **Sexuality:** Some students may define themselves as LGBT (lesbian, gay, bisexual or transgender) or may have LGBT family members or friends. Carre's Grammar School's approach to RSE will include sensitive, honest and balanced consideration of sexuality. Students will be encouraged to be understanding of others' sexual identity. Pastoral, medical and counselling support will always take account of the needs of LGBT students.
- **Cultural background:** Carre's Grammar School will strive to deliver RSE in a culturally appropriate and sensitive way.

RSE in the School Curriculum – Content

The PSHE Association's Programme of Study is considered to be an exemplar model, produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's students and is regularly updated to meet these changing needs. The programme of study which has been revised to incorporate the [DfE paper Relationships Education](#),

[Relationships and Sex Education \(RSE\) and Health Education \(June 2019\)](#) includes three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Carre's Grammar School will continue to review and revise the PSHE/RSE provision for our students and, in the first instance, be guided by this programme of study.

Since December 2020 RSE at Carre's Grammar School is primarily delivered through a series of age-appropriate workshops led by the UK's leading provider of in school relationship and education programmes, Big Talk Education. See Appendix II.

Sex education is also covered within the science schemes of work and questions of moral and ethical codes are covered in the Philosophy and Ethics schemes of work. In accordance with [DfE paper Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(June 2019\)](#) the PSHE/RSE coordinator will work closely with colleagues in related curriculum areas to ensure RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

Key elements of the provision planned for PSHE/RSE and Citizenship provided by Carre's Grammar School will be mapped against the suggested learning opportunities provided within the programmes of study published by the PSHE Association and Association for Citizenship Teaching and curriculum maps will be published on the school website. As one of our key aims is to be responsive to students' needs the programme may be subject to change and addenda will be published as required.

RSE in the School Curriculum – Approaches to Teaching and Learning

Carre's Grammar School is committed to facilitating effective teaching and learning for students in RSE. To this end those teaching RSE will endeavour to ensure that:

- RSE will be delivered in a sensitive way with attention is given to developing a safe and secure classroom climate.
- The purpose of each lesson is made clear to all the students.
- Appropriate learning experiences are planned in order to meet the needs of all the students in the class.
- Learning experiences draw on students' own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes, knowledge and understanding.
- Time is given for students to reflect, consolidate and apply their learning.
- Students are encouraged to take responsibility for their own learning and to assess their own progress.
- Staff training needs are met and evaluated in line with the aims of the RSE aims and objectives.
- A broad range of teaching and learning strategies and resources will be used in delivering the programme.

Visitors from other agencies

The majority of RSE is delivered by subject experts employed by Big Talk Education and invited visitors from appropriate outside agencies e.g. health professionals and members of voluntary organisations. Care will always be taken to ensure that all sessions delivered by external agencies of visiting professionals are compliant with this policy and in line with the learning outcomes of the school's RSE programme. A member of Carre's staff will ask to see lesson plans/resources in advance, so that they can ensure it meets the full range of students' needs (e.g. special education needs). A member of staff will also be present during the whole lesson to which visitors have been invited to participate. Safeguarding

protocols for visiting speakers/providers are in place and visitors will be included in the register of verified visitors.

Handling sensitive and controversial issues

During the RSE programme there will no doubt be occasions when those teaching RSE will be faced with handling difficult questions. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Where necessary staff and visitors will use distancing techniques, such as the use of an anonymous question box. Those teaching will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering or able to answer within the classroom, they have the right to decline to answer and provision would be made for another person or persons to meet the individual student's needs. Where a question gives rise to a safeguarding concern advice should be sought from the Designated Safeguarding Lead. Each member of staff has the right to decline to answer questions relating to their own personal lives or sexual choices. It is important to note that the personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

Issues arising including confidentiality and disclosures

Where a disclosure is made regarding a sensitive child protection issue staff are advised to listen, reassure and record factual details of the disclosure. The student should be advised that the member of staff must share the information with the school's Designated Safeguarding Lead who will follow up the disclosure to support the student. Examples include disclosure of abuse or where a teacher discovers that a student is having or contemplating sexual intercourse and where such activity does not meet the law regarding consent, or the disclosure suggests that the student concerned is at risk of harm.

Celebration of Achievement - Assessment, Recording and Reporting

As with any learning process, assessment of students' personal, social and emotional development is important. It provides information that indicates students' progress and achievement and informs the development of the programme.

At Carre's Grammar School students are not formally assessed within the strands of RSE that are delivered but they have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of self-assessment has a positive impact on student's self-awareness and self-esteem. In order to ensure the quality and relevance of the RSE programme there will be ongoing evaluation and monitoring. This will be achieved by various methods that will include:

- Student self-assessment during lessons within specific units of RSE;
- Student feedback forms;
- Regular observations of the lessons being delivered;
- Peer assessment of teaching staff and feedback;
- Student focus groups invited to discuss and comment about the curriculum, e.g. the Student Council.

From September 2020, records of attendance during PSHEC/RSE lessons will be maintained and reviewed to ensure all students receive the education to which they are entitled.

Safeguarding

Our safeguarding responsibilities are wide and varied. Alongside our discrete PSHE and RSE lessons, assemblies and tutor time sessions offer further opportunities to address some

of the challenges our young people face in a technology driven world. Key focus dates such as Anti-Bullying Week, Mental Health Awareness Week and Internet Safety Day are included in our schedule of assemblies. Where necessary to safeguard individual students, bespoke programmes can be accessed through specialist agencies. All our Heads of Year have completed training in safeguarding and, when new concerns become apparent, are provided with timely, relevant training.

Exceptional Circumstances – Covid-19

For the school year 2020-2021 and potentially beyond, all learning activities outlined in this policy will be subject to change in line with government guidance in relation to Covid-19. However, the school will employ its best endeavours to ensure that students are equipped with the relevant knowledge and understanding to enable them to make safe choices

Appendices

Appendix I - Consultation documents (from May 2019)

Appendix II - CGS/Big Talk Education Lessons for Life and RSE Curriculum

Adopted by the CGS LGB on 6 July 2021

Next Review Due: June 2022 (Annually)

Appendix 1 – Consultation Documentation (from May 2019)

1. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education – Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. February 2019](#)
2. [2002 Education Act](#) and the [2010 Academies Act](#)
3. [Keeping Children Safe in Education \(2018\)](#)
4. [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
5. [Behaviour and Discipline in Schools – Advice for Headteachers and School Staff \(2016\)](#)
6. [The Equality Act 2010 and school’s Departmental advice for school leaders, school staff, governing bodies and local authorities \(May2014\)](#)
7. [SEND code of practice: 0 to 25 years statutory guidance \(January 2015\)](#)
8. [Alternative Provision statutory guidance \(January 2013\)](#)
9. [Mental Health and Behaviour in Schools \(November 2018\)](#)
10. [Preventing and Tackling Bullying including Cyberbullying \(July 2017\)](#)
11. [Sexual violence and sexual harassment between children in schools \(May 2018\)](#)
12. [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
13. [National Citizen Service guidance for schools](#)
14. [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)
15. [Mental health and wellbeing provision in schools Review of published policies and information](#)
16. [PSHE Association](#) guidance inc. Writing your school’s RSE policy September 2018
17. [Sex Education Forum](#) Guidance (2014)
18. [RSE for the 21stCentury](#) (Brook, the PSHE Association and the Sex Education Forum 2014)
19. [National Autistic Society](#)
20. [Sex and Gender Education](#) via [BigTalkEducation.co.uk](#)
21. [Care Quality Commission Gillick Competency and Fraser Guidelines](#)
22. [Involve us, respect us: Engaging young people in RSE \(2018\)](#)
23. RSE Policy 2018/2019 Bedale High School
24. SRE Policy 2017 Bradford Grammar School



RSE Lessons for Life
BigTalk Education's 2020 Secondary Programme
At Carres Grammar School, Sleaford.
11th & 14th December 2020

Year 7+

- **Introduction to Secondary RSE** – The basis of knowledge of year 7 pupils can vary considerably dependent on the quality of their primary RSE provision or lack thereof. This lesson is designed to establish knowledge levels, ensure consistent accurate knowledge of core topics and back fill gaps. Themes covered include proactive safeguarding, reproduction, puberty, relationships, body image, gender and reliable sources of information.

Year 8+

- **RSE Building on the Basics** – In year 8 we address core themes within RSE, myth busting common misconceptions of young people around sex, risky behaviour, pregnancy, rights and responsibilities, as well as the law. The young people work with the team to clarify definitions of terms they have heard but may not understand, as well as answering questions in a safe confidential environment.
- **Developing feelings** – We work with the young people to discuss changes in friendships and relationships as they may begin to develop emotional and romantic attachments. This covers all types of relationships and as with all of our programme, is fully LGBTQ+ inclusive. The workshop covers a range of themes that affect relationships and young people's perception of what constitutes a healthy relationship. We address peer pressure, abusive relationships and gender stereotypes, as well as contemporary issues such as youth generated images (sexting), internet safety and the dangers of inappropriate websites which we demonstrate can warp a young persons' view of social norms.

Year 9+

- **Infections and Protection** – At this point we introduce the young people to the dangers of sexually transmitted infections, ensuring they understand the short and long term effects, as well as which can be treated or cured, and which can't. The lesson includes information on safer sex, a demonstration of condoms and the local information relating to how, (when the time is right for them) to access them for free. Developing a greater awareness of the law, consent, better communication skills about safer sex and confidence to make good decisions are all objectives for this workshop.
- **Sex: Your Decisions** – Building on the themes of consent and contraception from the previous lesson, this session introduces more of the choices that young people need to consider before entering a sexual relationship. Covering the most up to date contraception information with details on efficacy, is critical to help young people make informed decisions. To underline the consequences of decision making, we highlight the effects of unplanned parenthood on potential mothers and fathers. We highlight the limited power of fathers in decision making, the effects of pregnancy for mothers, as well as the financial and lifestyle impact for both.

Year 10+

- **Infections and Protection** – At this point we introduce the young people to the dangers of sexually transmitted infections, ensuring they understand the short and long term effects, as well as which can be treated or cured, and which can't. The lesson includes information on safer sex, a demonstration of condoms and the local information relating to how, (when the time is right for them) to access them for free. Developing a greater awareness of the law, consent, better communication skills about safer sex and confidence to make good decisions are all objectives for this workshop.
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Year 11+

- **RSE: Show what you know** – This is often the age at which some young people are thinking of becoming sexually active, so we review the essential material to ensure that the key topics are front of mind for the group. Covering consent, contraception, condoms and the responsibilities of young people, we once again highlight the ever present, potential risks of STIs and unplanned parenthood as well as the positives of pleasure and healthy relationships.

Topic	Guidance - Pupils should know...											
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	Year 16	Year 17	
Families	X	X	X	X	X	X	X	X	X	X	X	X
Families												
Families												
Families												
Families												
Respectful relationships, including friendships	X	X	X	X	X	X	X	X	X	X	X	X
Respectful relationships, including friendships												
Respectful relationships, including friendships	X	X	X	X	X	X	X	X	X	X	X	X
Respectful relationships, including friendships	X	X	X	X	X	X	X	X	X	X	X	X
Respectful relationships, including friendships	X	X	X	X	X	X	X	X	X	X	X	X
Respectful relationships, including friendships	X	X	X	X	X	X	X	X	X	X	X	X
Online and media												
Online and media	X	X	X	X	X	X	X	X	X	X	X	X
Online and media	X	X	X	X	X	X	X	X	X	X	X	X
Online and media	X	X	X	X	X	X	X	X	X	X	X	X
Online and media	X	X	X	X	X	X	X	X	X	X	X	X
Online and media	X	X	X	X	X	X	X	X	X	X	X	X
Being safe												
Being safe	X	X	X	X	X	X	X	X	X	X	X	X
Intimate and social relationships, including sexual health												
Intimate and social relationships, including sexual health	X	X	X	X	X	X	X	X	X	X	X	X
Intimate and social relationships, including sexual health	X	X	X	X	X	X	X	X	X	X	X	X
Intimate and social relationships, including sexual health	X	X	X	X	X	X	X	X	X	X	X	X
Intimate and social relationships, including sexual health	X	X	X	X	X	X	X	X	X	X	X	X
Intimate and social relationships, including sexual health	X	X	X	X	X	X	X	X	X	X	X	X
Intimate and social relationships, including sexual health	X	X	X	X	X	X	X	X	X	X	X	X
Intimate and social relationships, including sexual health	X	X	X	X	X	X	X	X	X	X	X	X
Intimate and social relationships, including sexual health	X	X	X	X	X	X	X	X	X	X	X	X
Health & wellbeing												
Health & wellbeing	X	X	X	X	X	X	X	X	X	X	X	X
Health & wellbeing												
Health & wellbeing												
Respectful relationships, including friendships												
Respectful relationships, including friendships	X	X	X	X	X	X	X	X	X	X	X	X