



# Relationship & Sex Education Strategy for Delivery

*Amended: July 2023*

*Next Review date: July 2024*

*Agreed by the Local Governing Body: Oct 2023*

## **Context**

In accordance with the directions laid down by the DfES, Fort Pitt Grammar School believes that all students should be offered the opportunity of receiving a comprehensive well-planned programme of relationship and sex education during their school careers. As a caring establishment, we are concerned with the education of the whole child. As well as academic success, we have a duty to all our students to equip them for the opportunities, responsibilities and experiences of adult life. We adhere to our statutory responsibility by providing RSE to all students as per section 34 of the [Children and Social work Act 2017](#). In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## **Aims**

Fort Pitt Grammar School encourages sensitive and impactful discussions which demonstrate an understanding of sexual development alongside the importance of health and hygiene. We provide opportunities to explore feelings of self-respect, confidence and empathy within a positive culture around issues of sexuality and relationships. These are linked powerfully into all of our core values as a school signposted all over the school.

The school's programme is designed to provide students with knowledge about the process of human reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner, based on informed decisions.

More specifically, our main aims are to encourage students to:

- make informed decisions in intimate relationships
- make informed decisions to combat exploitation or peer pressure
- understand the importance of the term consent and being safe
- appreciate the value of family life and the responsibilities of parenthood
- respect themselves, friendships and others regardless of sexual orientation
- understand that both sexes must behave responsibly in sexual matters
- be aware of the emotional and moral implications and risks of certain types of behaviour
- be aware of the implications and risks of online media traffic on relationships
- receive information about contraception
- receive information about sexual health (transmitted diseases and safe sex)
- use the correct vocabulary to describe the students themselves and their bodies
- be aware of places / people to whom they can go for appropriate help

## **The strategy for delivery of RSE**

RSE is about the emotional, social and cultural development of pupils, 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. It is not about the promotion of sexual activity. Please see Appendix 1 and 2 for expectations of the curriculum and the plan for delivery.

## **Curriculum**

RSE is resourced and delivered through a spiral curriculum model appropriate to the age and stage of the student. This is delivered in Personal, Social and Health Education (PSHE) lessons following a planned syllabus. A full range of strategies is employed to deliver the RSE programme. The schemes of learning are reviewed regularly by the PSHE team using evaluation strategies such as student feedback and lesson observation feedback. The delivery is by a team of committed PSHE teachers supported by relevant staff development, with input from outside agencies and health professionals. All students will study human reproduction as part of their Science lessons. This is delivered formally by trained and experienced Science teachers, but we recognise that sex education is also a cross-curricular theme developed more fully elsewhere in the curriculum. RSE focuses on giving young people the information they need to help them develop healthy and nurturing relationships with all different people.

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 (single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Responsibilities**

**The local governing body will approve the RSE policy, and hold the headteacher to account for its implementation**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

## **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The responsibility for teaching RSE at Fort Pitt lies with the PSHEE team led by Ms M Lewis.

## **Students**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **Parents' right to withdraw**

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 has a duty to arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed on the student's file. The headteacher or delegated representative will discuss the request with parents and take

appropriate action. This will include removal from those lessons and placement in a nearby classroom with alternative work provided for the duration of the lessons taught

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by Ms Mandy Lewis and the LT through:

- Observations
- Learning walks
- Feedback from students

### **Evaluation**

- The policy and its implementation will be subject to regular review by the governing body and senior management in consultation with staff and students.
- Parents will be made aware of their right to withdraw their children from all, or part of the RSE program, other than that specified in the Science Curriculum.
- At present our program of RSE complements and supports the role of parents who have the prime responsibility for bringing up their children.

## Appendix 1: Curriculum map

### Personal, Social & Health Education

Term	Year 7
1	Starting a new School Getting to Know Each Other This Is me/Changes/Emotions PSHEE & History of Fort Pitt Work Checklist Good homework habits/ Time management skills
2	Rules at home & school – Values & Respect Learning to support and trust each other. Developing mutual respect & Improving listening skills You & Your values -The difference between right and wrong Manners Family values and Christmas
3	Reflection on progress Bullying Cyber Bullying Consequences & Actions Internet safety and minimising harm online Introduction to Friendship
4	Film -Fried Green Tomatoes at the Whistlestop Café. Incorporating discussions on: Healthy/Unhealthy relationships/ domestic violence Racism Radicalisation Women’s Health issues
5	Study skills Hygiene Self-image / Changes Puberty Periods

	Emotional changes
6	What it means to be Healthy Healthy Eating/Tooth Decay Stigma to Mental Health Risk taking Stranger danger and Untrustworthy adults Exploitation & Relationships Review of the year
Term	<b>Year 8</b>
1	Goals and Responsibility Puberty & Periods Puberty & Emotional changes Relationships & Exploitation Personal Finance Peer Group Pressure
2	Digital Resilience FOMO /Online abuse/Live streaming First Aid - Theory & Relevance Practical First Aid British Values What Britain means to you project
3	Presentations of British Values Politics- How laws are made. Parliament and Government Gambling
4	Emotional Health and Wellbeing Self Esteem and Body Image Resilience and how to reframe disappointments and setbacks Unhealthy coping strategies Gender Identity and Sexual Orientation
5	Exercise Health and Nutrition

	Alcohol Smoking
6	Healthy Sleep Habits What happens when our health goes wrong Coping with loss and bereavement Communication skills & different relationships Importance of commitment in relationships Sexting - Crossing the line
Term	<b>Year 9</b>
1	Communication skills & Different types of Relationships Self Esteem and Body image Sexual Orientation and Gender Identity
2	Relationship Values Healthy/Unhealthy Relationships Understanding the terms Love & Sex Pressures associated with teenage relationships
3	Reproductive organs and biological terms & Sexual Terminology Contraception and how to access and choose contraception Use of condom & condom demonstration
4	Starting out in a romantic relationship Resisting pressure to have sex Consent Consent & the Law
5	Body image & Influence of the media Importance of sleep and maintaining good sleep habits Terrorism and Radicalisation

6	Gang Culture. Healthy/Unhealthy social groups Drugs- Good/Bad Drugs Independent living
Term	<b>Year 10</b>
1	Relationship Values Healthy/Unhealthy relationships Starting out in a romantic relationship
2	Different types of contraception Condom demonstration Sexually transmitted infections
3	Consent Pregnancy -Conception to Birth Unplanned pregnancy
4	Effective parenting Sexual Exploitation Relationship breakdown & Domestic abuse
5	Mental health - Reframing negative thinking Recognise mental health and when to get help Importance of sleep and strategies to maintain good sleep habits
6	Drugs - Different types and the law Why people take drugs & Effects Coping with loss and bereavement



Term	Year 11
1	Decision making - The year ahead Really Resource - Issues teenagers may encounter
2	Women's health issues Presentation of Women's health issues projects.
3	Breast awareness & Breast cancer FGM Strategies to promote mental health and emotional wellbeing
4	Sexual Exploitation / Sexual Harassment Contraception Revisit Teenage Cancer Trust
5	Revision Techniques First Aid

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed)</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• 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 people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

  

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	