



Derby
Grammar
School

Where you belong

Relationships and Sex Education (RSE) Policy – Senior School

Scope:	Senior School
Release date:	February 2024
Review date:	February 2025
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 & EAL Policies
- Visiting Speaker Policy
- SEND Policy
- EAL 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

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	M. Viles
Head	Day to day responsibility for RSE Policy Document development and approval Curriculum development and approval.	P. Logan
Assistant Head Academic and Digital	Policy Document development and approval Curriculum development and approval.	E. Ellis
Assistant 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.	K. Lacey

Overall responsibility for the RSE programme lies with the Governors, 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, Assistant Head Academic and Digital, Assistant Head Pastoral 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

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 Teacher and Assistant Head Academic. Learning about relationships and sex education in lessons will link to and complement learning in Science, P.E. 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 (These are 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 website and a printed copy may be requested from the School Offices/Pupil Services Team. In compliance with the compulsory requirements from the DfE a consultation paper was emailed to all parents with a draft of the Policy and all parents were given a two-week window to respond.

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.

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

Regular 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 Governors' RSE Representative, Head, Assistant Head Academic and Digital, and Head of 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, and pupils will be encouraged to contribute to reviews of the RSE delivery via surveys and the School Council.