

	<b>The Gregg Schools Trust</b> Proprietor of The Gregg School and The Gregg Preparatory School		Document Owner: Head of PSD
	<b>TGS Relationships &amp; Sex          Education Policy</b>		Document Type: Policy
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Critical ISI Policy?    YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>		ISI Paragraph Reference: 2A	
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Dates of consultation with parent body:	13 <sup>th</sup> September 2023		

<b>Rationale</b>	This policy has been created in line with the statutory guidance provided in <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education</i> . Statutory Guidance 2020
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## 1. Definition

RSE at The Gregg School aims to provide students with the information they need to enable them to develop healthy, nurturing relationships of all kinds, not just intimate ones. RSE at The Gregg School is a progressive subject which allows students to develop and grow their knowledge and understanding of relationships, enabling them to know what healthy relationships look like at all levels from friendships, working relationships, marriage and other types of committed relationships. RSE at The Gregg School aims to teach students to understand human sexuality and to respect themselves and others enabling them to mature and develop their own confidence and self-esteem whilst building respect for others. RSE aims to educate students about the impact positive relationships have on their whole wellbeing whilst enabling them to recognise unhealthy relationships and empowering them to manage such situations.

RSE at the Gregg School is integral to the school's Guiding Principles:

- Realising Personal Best
- Valuing All
- Enriching Experiences

## 2. Statutory Requirements

Under the Independent Schools Standards Regulations it states that PSHE (PSD at The Gregg School) should '*reflect the schools aims and ethos*' and should '*encourage respect for other people*' including the nine protected characteristics under the Equalities Act of 2010. This document and the Departmental Advice for Schools has been used to develop a curriculum that ensures respect is built and developed across all areas of the RSE curriculum. The Departmental Advice to Schools states '*schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.*' It also states that, '*schools will need to ensure that the way in which issues are taught does not subject individual students to discrimination.*' Therefore, The Gregg School teaches a wide-ranging, evolving curriculum for RSE, this includes a number of challenging ideas which are taught in an inclusive and non-discriminatory fashion.

Other documents used and referenced when writing this policy include:

- The Education Act (1996)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2023)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 updated 2021)

## 3. Policy Development

This policy has been developed in consultation with staff, pupils, parents and Trustees. The process is as follows:

- REVIEW – Head of Department and SLT work together to collate relevant information and guidance both locally and nationally.
- STAFF CONSULTATION – a small working group of staff were given the opportunity to look at the policy and make recommendations.
- PARENT CONSULTATION – The policy is shared with parents via our fortnightly Newsletter. Parents have been asked to offer feedback on the policy via email to the Head of PSD, Marsha Dowie.
- PUPIL CONSULTATION – consultation with Pupil Voice representatives to investigate what pupils want to gain from their RSE education.
- RATIFICATION – amendments made and the policy was shared with the school's governing body and ratified.

## 4. Course Content

The RSE curriculum will be developed to respond to the needs of the pupils by providing them with the opportunity to develop a curriculum that is tailored to suit their needs. Pupil Voice surveys and in class audits provide the direction for the 2023 curriculum alongside local and national information to assess which topic pupils would most benefit from receiving in their PSD and RSE lessons. The RSE and PSD curriculum has also been developed to deliver the statutory teaching detailed by the PSHE Association's *Programme of Study for PSHE Education updated 2020-21* (Appendix 2 of this document). Following the Ofsted review of PSHE provision in May 2021 and the requirements of the Independent Schools Standards Regulations (Sept 2022) the following areas of focus have been identified:

- Promoting healthy relationships
- Addressing child on child abuse
- Addressing sexual harassment
- Addressing consent
- Addressing explicit images

These were highlighted following world events including *Black Lives Matter*, the murder of Sarah Everard, the *Everyone's Invited* website and the Covid 19 pandemic.

In the Department for Education's Departmental Advice to Schools it is stated that, 'Schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. It also states 'schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.' Therefore, The Gregg School teaches a wide-ranging RSE curriculum, which includes a number of challenging ideas, taught in an inclusive and non-discriminatory way.

## 5. Accessibility, Equality & SEND

In accordance with the Equalities Act 2010, The Gregg School is dedicated to ensuring that all aspects of the curriculum are accessible to all students, regardless of race, religion, gender, sexuality, ability, disability or SEND and this includes Personal Social Development and the RSE Curriculum.

When planning and delivering the curriculum we work in conjunction with the Student Support Department and take into consideration the SEND Code of Practice 2014 to ensure the curriculum is accessible to all students. We also take into consideration the religious and cultural backgrounds of all students when teaching RSE. These considerations and the personalised needs of our students are particularly pertinent in PSD and RSE as some are more

vulnerable to exploitation, bullying and other issues due to the nature of their SEND or upbringing. It is essential that the RSE curriculum is accessible and that reasonable adjustments are made for specific students where required.

The Gregg School is committed to developing an RSE and PSD Curriculum that makes every students feel included, valued and is relevant to them and their needs. An inclusive curriculum seeks to challenge all forms of discrimination and prejudice, to promote equality, inclusion and social justice alongside understanding and respect as outlined under the Equality Act 2010.

The Gregg School considers that secondary school ages students are mature enough to discuss LGBTQ+ topics, and therefore these topics are addressed from Year 7 onwards through our spiral teaching structure. This ensures that teaching is sensitive and age appropriate in both approach and content.

RSE at The Gregg School is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. These issues are taken seriously and we ensure content regarding gender equality, LGBTQ+ equality and identifying and reporting sexual harassment are embedded within the curriculum.

## **6. Delivery of RSE**

RSE is delivered across a range of subjects within The Gregg School. The main body of the teaching takes place within the Personal, Social Development (PSD) curriculum. Biological aspects of RSE take place through the Science Curriculum and other aspects are included in Religions and Ethics, Physical Education and Computing. Elsewhere, aspects of the RSE curriculum will arise in various different subjects; when this does happen they will be addressed in a thoughtful, sensitive manner by members of staff using their professional judgement. Discussions over such content and methods of teaching can also be discussed with the Head of PSD.

The PSD curriculum is delivered across two 50 minute lessons per fortnight alongside some content in tutor times. Students will also attend workshops and take part in whole school initiatives on important themes, each delivered in age appropriate contexts. Students are generally taught in ability based groups set according to their English groups as per the timetable.

For the most part, our curriculum has been developed to build upon the themes of previous years and will follow this spiralling educational programme throughout. Appendix 1 shows the PSD Curriculum Map. Lessons, topics and schemes of work may change in response to events or need. This allows us flexibility to address the needs of our students but also to address and respond to national and international events as necessary. Details of specific lesson content can be found in the specific Schemes of Work for each topic.

## 7. Roles and Responsibilities

RSE and PSD are overseen by the Head of Department, Miss M Dowie, who is line managed by Mrs L Clifton (Respect Lead).

The majority of teaching within the PSD department is undertaken by our Head of PSD, Miss M Dowie. Other teachers within the Humanities Department also teach some classes, these include:

- Mrs K Walker (Years 10 & 11)
- Miss R Whittaker (Year 10)
- Mr M Lerego (Year 10)
- Mr S Gillespie (Year 10)

In house training and support will be offered to staff upon their request. The School has access to the PSHE Association and other training organisations including National Online Safety where staff can source training on delivery of RSE topics.

All staff are responsible for:

- Delivering the RSE curriculum in a factual sensitive way
- Establishing and enforcing ground rules to create a safe and respectful learning environment
- Modelling positive attitudes to RSE
- Monitoring and reporting progress
- Responding to the needs of individual students and adapting lessons according to the needs of students in their classes
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of the RSE curriculum.
- Following up any concerns regarding child protection following the school's procedures.

Questions within RSE are seen as a positive sign that students are engaged in what they are being taught and feel able and comfortable to express and extend their knowledge and understanding in these topics. Teachers will try to answer student's questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play. Students will have the opportunity to ask questions freely within lessons but also anonymously through a question box allowing students to ask questions freely without need to identify themselves in asking the question. Where a question is relevant to the whole class it will be answered within this setting, however there may be questions which are not appropriate for such situations, these will be addressed outside of the classroom.

Teachers will not be expected to answer personal questions or express personal views or beliefs about themselves or to ask personal questions of their students. Topics should be generalised so as to anonymise subject areas allowing for students to freely and openly discuss RSE topics. This open

approach prevents students from learning inaccurate or harmful information. Furthermore, by doing this in class it helps to reduce the stigma and shame that can surround some areas of the curriculum. This follows the requirement of the Department for Education that curriculum content 'should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.' Furthermore, teaching will ensure it uses factual, scientific and/or medical vocabulary where appropriate, for example when teaching about body parts.

## **Students**

Students are expected to engage fully in RSE and treat others sensitively and with respect. Student Voice is important at The Gregg School and is used to evaluate the relevance and how engaging RSE is to their lives.

Schemes of Work embed Student Voice practices to enable students to express their views on the topics covered to ensure they listen to other opinions and evidence, reflect on their own perspectives and take a broad view of the topic. We believe all student voices should be heard but that those that are hurtful, offensive or exclusionary do not dominate and are addressed. The aim is to promote a culture of inclusion, diversity and social justice.

## **8. Parent's Right to Withdraw**

The Gregg School believes that a successful RSE curriculum involves parents and the school working closely together. Parents can play an important part in RSE through exploring discussions at home that have taken place in school. If parents share concerns or special circumstances regarding RSE that the school should be aware of, or if they require further information about the curriculum we ask them to please contact the Head of PSD Miss M Dowie ([MDO@thegreggschools.org](mailto:MDO@thegreggschools.org)).

Parents have the right to request their child is withdrawn from some or all of the sex education aspect of the statutory RSE curriculum. Parents do not have the right to withdraw their child from any aspect of the relationships aspect of the curriculum or the statutory science curriculum.

Prior to such a request of withdrawal is granted parents should put into writing, to the Head Teacher (Mrs S Sellers) and Head of Department (Miss M Dowie), reasons regarding why they wish for their child to be withdrawn. Following receipt of such a request a meeting will be arranged between the Mrs Sellers, Miss Dowie and the parents in order to discuss the benefits of receiving this important education and any detrimental effects withdrawal may have on the child. Furthermore, we will ensure parents are aware that we cannot guarantee that students will not discuss these topics outside of the safe classroom environment; the information they receive from peer or external sources may not provide the correct information. The Gregg School will record such conversations and requests and store on file.

If a parental request is accepted The Gregg School is responsible to ensure the student receives appropriate, purposeful education during the period of withdrawal. Such withdrawal will be in place up to and until three terms before the student turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, The Gregg School will ensure the student receives sex education during one of those terms.

## **9. Monitoring and Review**

The delivery of RSE is monitored by Miss M Dowie, Head of PSD through:

- Work scrutiny
- Learning Walks
- Scheme of work development
- Line management and department meetings

This policy will be reviewed and amended by Miss M Dowie, SLT and governors annually and/or when there are changes to the DFE's RSE statutory guidance.

## Appendix One: Curriculum Map 2023 – 24

<https://gregg.fireflycloud.net/psd/curriculum-map>

THE GREGG SCHOOL – PERSONAL SOCIAL DEVELOPMENT		CURRICULUM OVERVIEW 2023 - 2024				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7 -	<b>Transition and Safety</b> Transition to secondary school, Personal safety both inside and outside of school including basic first aid.	<b>Diversity</b> Diversity, prejudice and bullying	<b>Developing skills and aspirations</b> Careers and teamwork, enterprise skills and raising aspirations	<b>Health &amp; Puberty</b> Healthy routines, influences on health, puberty, unwanted contact & FGM	<b>Building Relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial Decision Making</b> Saving, borrowing, budgeting and making financial choices
YEAR 8 -	<b>Drugs and Alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Discrimination</b> Discrimination in all forms including racism, religious, disability, sexism, homophobia, transphobia	<b>Community &amp; Careers</b> Equality of opportunity in careers and life choices, different types and patterns of work	<b>Emotional Wellbeing</b> Mental health and emotional wellbeing including body image and coping strategies	<b>Identity and Relationships</b> Gender identity, sexual orientation, consent, 'sexting' and introduction to contraception	<b>Digital Literacy</b> Online safety, digital literacy, media reliability
YEAR 9 -	<b>Peer influences, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation	<b>Setting goals</b> Learning strengths, careers options & Goal setting as part of the GCSE options process	<b>Respectful Relationships</b> Families and parenting, healthy relationships, conflict resolution and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle, balance and healthy choices, first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, risk of STIs and attitudes to pornography	<b>Employability Skills</b> Employability and online presence
YEAR 10 -	<b>Maintaining Physical Health and Wellbeing</b> Healthy lifestyles, infection transmission, drug and alcohol use, diet	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Employability and preparing for work experience</b> Employability and professionalism Preparation for work experience
YEAR 11 -	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Financial decision making</b> Money management, budgets and the impact of financial decisions.	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<b>Building for the future.</b> Self-efficacy, stress management, making responsible health choices.	GCSE Examinations

## Appendix Two: PSHE Association Programme of Study Hyperlink



**PSHE**  
Association