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Created:	September 2013
Revisions:	September 2014, 2016, 2018, June 2020, September 2021, September 2022 and September 2023

Gretton School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Gretton School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- *HR and Employment Law*
- *Health & Safety Guidance*
- *DBS Check processing*
- *Mandatory Safeguarding, Health & Safety, and other relevant training*
- *Data protection and GDPR guidance*
- *Specialist insurance cover*

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Gretton School.

The policy documents of Gretton School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

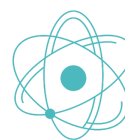
1 INTRODUCTION

Relationships and Sex Education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow learners to manage their relationships in a responsible and healthy manner.

2 OBJECTIVES

The objectives covered by the end of year 11/sixth form are detailed below.

- To enable learners to understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications
- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases and



technological developments which involve consideration of attitudes, values, beliefs and morality

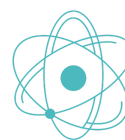
- To make learners aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
- To make learners aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active
- To understand the changing nature of sexuality over time and its impact on lifestyles, e.g. the menopause
- To recognise that parenthood is a matter of choice
- To critically analyse moral values and explore those held by different cultures and groups
- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals
- To understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships

See Appendix 1 for specific topics covered within each year groups as well as when each topic is taught during the academic year.

3 DELIVERY

Relationships and Sex Education at Gretton School is taught in a cross curricular way through Science and Personal, Social and Health Education. The diverse staffing and the variety of experience contained within this teaching body are seen as a valuable resource for the delivery of relationship and sex education. The provision of Relationship and Sex Education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as learners' progress through the school. This takes into account the variety of needs of learners at the school and the impact that an autistic spectrum condition can have on learners' understanding and abilities in this subject.

Throughout the course of teaching, a variety of sensitive issues will inevitably be explored. It is recognised that an individual's sexuality is a highly personal matter. The teaching of Relationship and Sex Education at Gretton School places stress upon the need for understanding and awareness of a variety of sexual preferences across the spectrum of human sexuality. It is intended that learners will be given up-to-date information on a wide variety of contraceptive methods and, whilst general statements about the efficacy of these methods will be given, specific advice and guidance to individuals will not be made without consultation with the parents.



4 RELATIONSHIP EDUCATION IN THE CURRICULUM

4.1 Introduction

Gretton School offers an education for the whole person, body, mind and spirit. Part of the make-up of all humans is that they are sexual beings. It would be irresponsible of the school to ignore this. The Relationship and Sex Education programme at Gretton aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet the statutory provision which has been outlined in various Government documents.

4.2 Context

The responsibility for raising children rests with parents. Schools must recognise that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings.

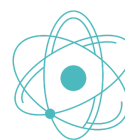
The teaching offered by Gretton is seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all learners should be offered the opportunity of receiving a comprehensive, well-planned programme of relationship and sex education during their school careers through a curriculum which: "promotes the spiritual, moral, cultural, mental and physical development of learners at school and of society; and prepares such learners for the opportunities, responsibilities and experiences of adult life."

It is recognised that relationship and sex education is a difficult issue which will place demands on schools and teachers. However, the purpose of this curriculum is to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare learners to view their relationships in a responsible and healthy manner.

The relationship and sex education delivered should be tailored not only to the age, but also to the understanding of learners. At Gretton School, the curriculum will present facts in an objective, balanced and sensitive manner. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Learners will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all children to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

5 DEFINITION OF SEX EDUCATION

The law does not give a definitive statement as to what relationship and sex education is. At Gretton School it is regarded as education about sexual matters within a values framework, focusing upon responsibility within caring, committed relationships. The secondary curriculum will concentrate on the facts of human reproductive processes and behaviour, HIV and AIDS



and other sexually transmitted diseases, contraception and abortion, and a consideration of the broader emotional and ethical dimensions of sexual attitudes, including consent.

The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of relationship and sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, such parents should write to the Head teacher, stating their objections. The topics covered within each year group are detailed below in appendix 1). Appendix 1 will enable parents to estimate the point at which specific aspects of sex education will be delivered to their child. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 3. Other topics are covered within the PSHE curriculum.

6 ADVICE TO INDIVIDUAL LEARNERS

It is understood that it is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual learners on these issues. Good teachers take a pastoral interest in the welfare and well-being of their learners and provide an environment in which learners feel safe enough to explore and ask questions about sensitive matters without influence from staff based on their own personal views or beliefs.

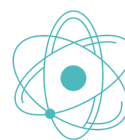
It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to learners under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual learner advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead the teacher to believe that the learner has embarked upon, or is contemplating, a course of conduct which may place him or her at moral or physical risk or in breach of the law, the teacher has a responsibility to ensure that they follow the school's safeguarding and child protection procedures accordingly.

7 AIMS

In the attempt to enable learners to acquire knowledge, skills, responsible attitudes and behaviour with regard to relationship and sex education, Gretton School aims to provide an educational experience for its learners which will present opportunities:

- To help learners to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, consent, loyalty and fidelity;



- To enable learners to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes should behave responsibly in sexual matters;
- To support the personal development and social skills of the learners;
- To ensure that learners have an understanding of their own and others' sexuality;
- To enjoy relationships based upon mutual respect and responsibility which are free from abuse, coercion and exploitation;
- To provide information and knowledge which will counteract prejudice and ignorance;
- To develop an understanding of risk and to promote strategies for personal safety;
- To enable learners to be aware of the sources of help and to acquire the skills and confidence to use them.

This policy should be viewed in line with the Positive Relationships Policy, the Personal, Social and Health Education Policy, the Safeguarding Policy and the Curriculum Policy.

Appendix 1 - details of content and when each topic is taught during the academic year.

Year 3:

Autumn 2 - Caring Relationships.

Topics covered within this unit of work are:

- Role Models
- Manners and Politeness
- Family and Me
- People Who Care for Me
- Caring for Others

Summer 1 - Respect and Boundaries

Topics covered within this unit of work are:

- Seeking Permission
- Privacy and Boundaries
- Friendship Boundaries
- Respectful Behaviour
- Bullying and Hurtful Behaviour

Year 4:

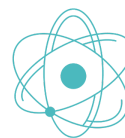
Spring 1 - Online Safety

Topics covered within this unit of work are:

- Communicating Online
- Cyberbullying
- Harmful Content and Contact
- Hurtful Behaviour
- Secrets

Summer 2 - Relationships

Topics covered within this unit of work are:



- Committed Relationships
- Honesty and Trust
- Positive Friendships
- Dares and Challenges
- Respecting Differences

Year 5:

Spring 1 - Online Safety/ Gender Identity

Topics covered within this unit of work are:

- Caring for Babies
- Gender Identity and LGBTQ+
- Online Behaviour Risks
- Stranger Danger

Summer 2: Behaviour, Respect, Friends

Topics covered within this unit of work are:

- Behaviour and Respect
- Friendships and Feeling Left Out
- Friendships
- Peer Pressure
- Loving Stable Families.

Year 6:

Autumn 2 - Safe Relationships/ Family

Topics covered within this unit of work are:

- Positive relationships
- Disagreeing respectfully
- Family, Marriage and Civil Partnerships
- Love
- Safe and unsafe relationships
- Online Gaming Safety

Summer 1 - Bullying , Attraction, Sex Ed

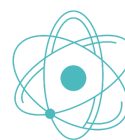
Topics covered within this unit of work are:

- Bullying
- Bullying or Teasing
- Consent
- Attraction
- Human Reproduction

Year 7:

Autumn 2: Topics covered within this half term include:

- Maintaining genuine friendships and avoiding toxic ones
- Families and different long term commitments (marriage / civil partnerships) what are the different types and does it matter what kind of family I have?



- Romance, love, new feelings and teen relationships
- Bullying or banter – what is and what isn't acceptable?
- How can we keep safe and positive relationships?

Year 8:

Autumn 2: Topics covered within this half term include:

- What do we mean by consent?
- What are the different types of contraception?
- What are the dangers of pornography?
- What is sexting and the dangers of image sharing?
- What are STIs/STDs?
- Body image and the media - male focus
- What do we mean by domestic conflict?

Year 9:

Autumn 2: Topics covered within this half term include:

- What do we mean by eating disorders and how can we help?
- Body image and the media - female and male focus
- Identifying the warning signs of Child Sexual Exploitation
- What are the warning signs someone might be in an abusive relationship?
- What do we mean by peer pressure?
- The LGBTQAI+ Community

Year 10:

Autumn 2: Topics covered within this half term include:

What do we mean by conflict management?

What's the difference between forced and arranged marriages?

Harassment and stalking - what does the law say about them?

Revenge porn - what is this and how can we prevent ourselves from being a victim?

Do we have a healthy or unhealthy relationship with role models?

Year 11:

Spring 1 & 2: Topics covered within this half term include:

- What is body shaming?
- LGBTQ - what are the different types of relationships?
- Why is it essential we know about consent and sexual abuse?
- What is 'good/healthy/safe' sex?
- What are the dangers of 'chem' sex?
- How can we manage relationship break ups effectively?
- How can we make ourselves and others happy and positive?

