



Relationship and Sex Education Policy

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Holder:	The Executive Headteacher
Committee Responsible:	Teaching and Learning Committee
Next Review Date:	July 2028

All pupils at Grange Park School have a Statement of Special Educational Needs or an Education Health Care Plan and a diagnosis of an Autism Spectrum Condition. This policy has been written to incorporate their needs and sensory needs along with the legal guidelines and principles.

Rationale:

Relationships and Sex Education (RSE) is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality, health and personal safety. It involves acquiring information, developing skills and forming positive beliefs, values and

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attitudes. It has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Declaration:

Grange Park School will have regard for all legislation including Education Act (1996). The policy has been informed by the LA policy and the DfE guidance 2025 statutory guidance.

Policy Statement:

The school aims to provide a programme of relationships and sex education for our pupils in line with the Education Act (2011) and Personal, Social, Health, Citizenship and Economic education (PSHCE) scheme of work.

The aim of RSE is to provide pupils with age-appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their life, including their health-related behaviour. This will take place with consideration of the qualities of relationships within families.

Families have been consulted on the development of RSE and through Parent engagement, will continue to be re-visited. Parents are able to review the policy on the Grange Park website. Parents are also written to, to inform them when RSE topics will be studied and that their children may have questions. The Pupil Voice is heard through regular school council meetings and lessons have been help with students to inform curriculum planning (evidence available).

Governors review the policy on a regular basis and can ask questions about the curriculum etc.

Aims:

- To help pupils to develop understanding of who they are as people and their own sexuality.
- To provide the knowledge and information to which all pupils are entitled and ready for, in line with the needs of the individual child.
- To raise pupils' self-esteem and confidence, especially in the relationships with others.
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities.
- To develop pupils' understanding of the importance of a healthier safer lifestyle.

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- To develop pupils' understanding of pressure from peers and the media, and know appropriate strategies to cope with these pressures.
- To provide a description of how RSE is delivered, monitored and evaluated in the school.
- To help pupils learn to respect and care for their bodies and others' bodies.
- To help pupils learn how to gain access to information and support.
- To work alongside parents and carers in preparing and supporting pupils with the physical and emotional changes of puberty.

The Organisation of RSE

RSE is taught within the Grange Park Time programme at Key Stages 3, the PGW programme at Key Stage 4, and within the ASDAN PSHE framework in Key Stage 5. Biological aspects of RSE are also taught within the Science curriculum and some moral aspects are taught within RE.

A range of teaching methods which involve pupils' full participation are used to teach RSE. These include the use of small group work, the media, discussion, case studies, drama and role-play. Ground rules are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning regularly. RSE is delivered in year groups, with some activities and topics being taught according to ability, need or single gender groups as appropriate.

The subject will be led by Miss Hall who will ensure all staff have proficient knowledge to teach. Lessons will be monitored in whole school reviews and regular pop-ins. Staff will also be allocated CPD training.

We have embedded the DFE's guiding principles for RSE, by ensuring content is sequenced so that children learn building blocks (e.g., boundaries, privacy, respecting peers) before being introduced to more complex topics like consent in later years. We adapt to emerging local and online risks and any pastoral issues affecting our students.

The Learning Journey for PSHE which includes all RSE is available online on the school website.

RSE will be assessed in every lesson by using baseline assessments and then demonstrating skills at the end of the lesson or at the start of the next lesson. Content is revisited throughout the year and then in subsequent years e.g. consent.

Terminology

Ofsted guidance recommends that it is important for pupils to learn the language associated with body parts so that children are able to talk to health professionals.

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Therefore, the anatomically correct language for body parts will be used, while acknowledging common terms used by the same people.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible, but if faced with a difficult question they feel unable to answer at the time, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, seeking advice from health advisors or discussing with colleagues. Pupils are able to ask questions anonymously by putting a question in the PSHE Question Box, allocated in room 8 at Wrotham and at Stansted in Oak classroom.

School and Staff Responsibilities

Staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis). Sexual relationships involving children under 16 constitute a criminal offence. A sexual relationship between a member of staff and any pupil at the same school is a breach of that trust. Such behaviour will be regarded as gross professional misconduct on the part of the member of staff and will result in disciplinary action. If a decision is made to dismiss, this may also lead to a member of staff being barred from further employment in the education service by the Secretary of State.

Staff have a duty to not divulge any personal details in relation to RSE, which is the case in all lessons.

Procedures for Pupil Withdrawal from Relationship and Sex Education

At Primary phase, parents cannot withdraw their child from Relationships Education, where this is taught in the Science National Curriculum. Hence, Children who are withdrawn from RSE lessons during PGW, Grange Park Time or PSD will still receive biological information but not taught in the context of relationships. In the instance that the right to withdrawal is exercised, parents/carers should be made aware that RSE could arise naturally from the class discussion.

Pupils whose parents/carers exact their right to withdraw them from these lessons will be temporarily transferred to an alternative class. Parents can only do this by letter directly to the Head teacher. At the age of 16, students who were previously withdrawn by parents, will have the right to choose if they wish to opt back in to RSE, after the third school term after their 16th birthday.

The school will fulfil its responsibility to ensure children withdraw from sex education receive purposeful education during the withdrawal period by providing age appropriate work for children to do with a member of staff which links to PSHE/RSE.

<u>Equal Opportunities Statement</u>

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Grange Park School is committed to the positive promotion of equal opportunities for all.

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