

Building resilience not reliance.



## Relationships and Sex Education (RSHE)

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“An inclusive community committed to excellence in personalised learning and well-being



## **Relationships and Sex Education Policy**

### **Overview of Relationships and Sex Education (RSE) in Ganton School**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (DfE 2019)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfE 0016/2000)

‘Effective sex and relationships education are essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE ..... which lie at the heart of our policy to raise standards and expectations for all pupils.’ (DfE 0116/2000)

The Department for Education (DfE) has published new guidance for statutory relationships education in primary schools and relationships and sex education (RSE) in secondary schools from September 2019. This is to ensure universal coverage (including risks associated with growing up in a digital world) and improved quality of RSE, within the context of Personal, Social, Health and Economic (PSHE) education, across all schools.

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for Health Education. (DfE Guidance September 2019)

This guidance can be found using the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/8](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/8)

Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions. (DfE 2019)

The Ofsted Sexual Abuse in Schools Review completed in June 2021 considers whether schools and colleges have appropriate processes in place to allow pupils to report sexual abuse concerns freely, knowing these will be taken seriously and dealt with swiftly and appropriately and has challenged schools to ensure this is reflected in the work they do with young people. The full report can be found at [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/95421/sexual-abuse-in-schools-review-2021.pdf)

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.” (KCSIE September 2023)

At Ganton School, we take a pro-active stance in continuing to develop safeguarding practice ensuring staff have access to specialist training and development opportunities in collaboration with Humberside Police. The school receives specialist curriculum guidance, training and development from Headstart Hull, with specific focuses on sexual violence, sexual harassment and consent. Staff continue to create a culture where sexual violence, sexual harassment and online sexual abuse are not tolerated.

## **Aims and Objectives**

The Primary aims of Ganton Schools’ Relationships and Sex Education (RSE) Curriculum are to develop in all young people self-awareness and an understanding of relationships within the family, the school and the wider community; to enable pupils to come to an appropriate understanding of the physical social and emotional changes which occur as they grow into adulthood. This will be within the context of the legal framework outlined in Circular DfE 2019 Sex and Relationship Education Guidance. This policy will also provide a framework for staff reference, enabling them to present a consistent approach to RSE.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

‘A successful programme, firmly embedded in Personal, Social & Health Education (PSHE), will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.’

(DfE 0016/2000)

## **The Role of the Personal, Social & Health Education Coordinator**

- To ensure that the RSE documents reflect the requirements of the needs of the pupils and the ethos of the school. (DfES 2019 Relationships and Sex Education Guidance)
- To offer advice, support and information to those involved in teaching RSE.
- To oversee the provision, organisation and maintenance of RSE resources.
- To involve others, as necessary, in curriculum developments to maintain a broad, balanced curriculum, relevant to all pupils.
- To make all staff aware of their responsibilities with regard to safety in RSE.

### **The Delivery of RSE**

Ganton School have a duty to ensure that all our learners are properly included in Relationships and Sex Education to understand their physical and emotional development and enable them to make positive decisions in their lives.

RSE is delivered both as a discrete subject and as a cross curricular theme. The method of delivery should be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. Staff also need to be aware of and make full use of the unplanned, informal RSE opportunities that may arise e.g. lunchtimes, disco, showers, residential visits etc.

### **Organisation within the School**

This RSE curriculum outlines the skills the children and young people need to be taught to keep themselves safe and develop healthy relationships as they grow older and is based on the materials used extensively in the National Health Service when working with children and young people with learning disabilities. It is broken in to four strands:

- Stages of Growth
- Personal Hygiene
- Public and Private
- Relationships.

The delivery of formal RSE opportunities should be appropriate to the needs of the learner and may be in single sex, mixed small groups or individual lessons. All learners will be respected and all appropriate contributions will be valued, within a safe and supportive environment which enables the expression of feelings and thoughts.

Staff will be responsible for deciding when to include different aspects of the RSE curriculum in their planning, in accordance with the needs of the pupils they teach. Repetition of activities and experiences are justified in order to ensure the key messages are fully understood.

### **RSE WITHIN THE PRIMARY PHASE**

The focus in primary school for Relationships Education will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This will contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Understand different types of relationships, including friendships, family relationships, dealing with strangers;

- Are able to name parts of the body and describe how their bodies work;
- Can protect themselves and ask for help and support, including on-line safety; and
- Are prepared for puberty.

The DfE Guidance 2019 states:

‘The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy as establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.’

The following is outlined as what mainstream pupils should know by the end of primary school:

<b>Families and people who care for me</b>	Pupils should know: <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	Pupils should know:

	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</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 those in positions of authority.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>

	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context),</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe,</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact,</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>

## RSE WITHIN THE SECONDARY PHASE

At Key Stage 3, 4 and 5 RSE is delivered as part of PSHE and Citizenship, as well as Science, and as stand-alone lessons as required.

'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed'. (DfE 2019)

At Secondary age, Relationship and Sex Education (RSE) should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Be aware of their sexuality activity;
- Understand the arguments for delaying sexual activity;
- Understand the reasons for having protected sex;
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- Communicate effectively;
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- Avoid being exploited or exploiting others;
- Avoid being pressured into unwanted or unprotected sex;
- Access confidential sexual health advice, support and if necessary treatment;
- Know how the law applies to sexual relationships.

Below is an outline by DfE of what mainstream pupils should know (in addition to the primary learning) by the end of secondary school:

<b>Families</b>	<p>Pupils should know:</p> <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>
<b>Respectful relationships,</b>	<p>Pupils should know:</p>



<b>including friendships</b>	<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>
<b>Online and media</b>	<p>Pupils should know:</p> <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</li> </ul>

	<p>the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <ul style="list-style-type: none"> <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	<p>Pupils should know:</p> <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>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know:</p> <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 and menopause.</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</li> </ul>

	<p>through safer sex (including through condom use) and the importance of and facts about testing.</p> <ul style="list-style-type: none"> <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>
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As a school, we will adapt and tailor the content and teaching to meet the specific needs of pupils at different developmental stages. Staff will be responsible for deciding when to include different aspects of the RSE curriculum in their planning, in accordance with the needs of the pupils they teach. Repetition of activities and experiences are justified in order to ensure the key messages are fully understood.

‘As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.’ (DfE 2019)

## Resources

Each class has a central store of PSHE equipment. In addition, the PSHE Co-ordinator will hold resources including specialised resources for RSE.

### *Resources for RSE*

Once There Were Giants – Story book about growing – Martin Waddell & Penny Dale

I Want to Be – Story book about growing – Tony Ross

Will There Be a Lap for Me? – Story book about new babies/jealousy – Dorothy Carey

Being Born – Book – Sheila Kitzinger

Where Do I Come From? – Book – Claire Raynor

Leaflets with information/ advice about puberty, contraception etc.

Interactive BBC Website with SRE education – <http://www.bbc.co.uk/education/id>

Big Book – The Huge Book of Worries – Virginia Ironside

Flip Chart - Living together at School – Claire Publications

Video – Grown Up Today (Fisher Price)

Picture Pack – Emotions – Hope Education

## Confidentiality

In managing RSE staff need to have regard to issues of confidentiality. **Teachers cannot and should not promise total confidentiality.** The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for staff to fulfil their professional responsibilities in relation to:

- Child protection and safeguarding
- Co-operating with a police investigation
- Referral to external services.

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

It may be necessary to invoke local child protection procedures if a pupil's safety is under threat. It should be only in exceptional circumstances that sensitive information is passed on against a pupil's wishes, and even then, the school should inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- Where there is a child protection issue
- Where a life is in danger.

Please refer to the Child Protection Policy for more details.

### **Parental Involvement**

The school welcomes and encourages support from parents, governors and the wider community and seeks ways to extend this involvement where possible.

Parents should be made aware by staff that the school has a policy on RSE and considers their support essential.

Parents will be consulted and encouraged to be involved with programmes or procedures relating to their child's specific needs.

'The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for Health Education.' (DfE Guidance September 2019)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any such requests will be discussed with the parents, and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

If a pupil is excused from sex education, staff will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **Training**

Staff are encouraged to take full advantage of training opportunities to develop their skills and confidence. This should include awareness training about Child Sexual Exploitation and Female Genital Mutilation.

## **Links**

This policy should be read in conjunction with the PSHE, Citizenship, Child Protection and Whistleblowing Policies.

Delivery of sex and relationship education is not the sole responsibility of schools. Parents and members of the wider community have much to offer. Ganton School is committed to working effectively in partnership with parents and others in the wider community. Health professionals, social workers, youth workers, peer educators, and visitors all have a part to play in delivering sex and relationship education and should contribute to and abide by the school's policy.

1:1 RSE support is provided for targeted individuals and small groups when specific needs have been identified or specific requests have been made through other channels, for example, when a child's behaviour is putting them at risk of sexual exploitation.