

# GANTON SCHOOL



## Sex and Relationships Policy

We are a Rights Respecting School in accordance with UNICEF (United Nations Children's Fund). Our aim is to promote and protect the rights of all children in Ganton School to an education, to be healthy, to have a childhood, to be treated fairly and to be heard so that they can survive, grow, participate and fulfil their potential. Ganton School puts the United Nations Convention on the Rights of the Child (CRC) at the heart of all policies, practice and ethos.

Everyone at Ganton School who comes into contact with children and families has a role to play in safeguarding and promoting the welfare of children by;

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care

taking action to enable all children to have the best outcomes.

Headteacher: Mr Alec Young

Amended April 2026

Review Date: September 2028

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 are supported to develop the capacity to make sound decisions when facing risks, challenges and complex situations. Relationships and Sex Education (RSE) supports pupils to develop resilience, to know how and when to ask for help, and to know where to access support (DfE Statutory Guidance: *Relationships Education, Relationships and Sex Education and Health Education*, July 2025).

RSE is lifelong learning about physical, moral and emotional development. It promotes understanding of the importance of marriage and civil partnerships, stable and caring relationships, respect, kindness, honesty and care. Teaching is factual, lawful, age-appropriate and grounded in safeguarding, wellbeing and the law. It does not promote sexual activity or endorse any particular personal, political or ideological viewpoint.

The school recognises that physical health and mental wellbeing are intrinsically linked. Pupils are supported to recognise when something is not right in their own health, behaviour or relationships, or those of others, and to know how and where to seek help.

This policy reflects updated statutory guidance from the Department for Education (July 2025) and will be kept under regular review.

Statutory guidance can be found at: [Relationships and sex education \(RSE\) and health education – GOV.UK](#)

This policy has regard to:

- Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Equality Act 2010
- Education Acts 1996 and 2002
- *Keeping Children Safe in Education* (current edition)

The policy recognises that many pupils experience the online and offline world as closely interconnected. This includes risks relating to online sexual harassment, pornography, sextortion, AI-generated sexual imagery, deepfakes and online misinformation.

At Ganton School, we take a proactive approach to safeguarding. Staff receive ongoing training and specialist development opportunities, including work with Humberside Police. Curriculum guidance and training are supported by HeadStart Hull, with a focus on sexual violence, sexual harassment and consent. Pupils are taught explicitly that abuse, harassment or exploitation is never their fault.

Pupils with Special Educational Needs and Disabilities (SEND) may be at increased risk of exploitation, abuse or bullying. RSE plays a vital preventative safeguarding role, and teaching is adapted accordingly. We will endeavour to ensure that RSE, relationships education and health education is accessible to all pupils. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

This policy has been developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole Ganton community. Monitoring and evaluation of RSE will be completed through feedback from pupils, staff and parents and through lesson visits.

### **Aims and Objectives**

The primary aims of Ganton School's RSE curriculum are to:

- Develop self-awareness and understanding of relationships within families, school and the wider community
- Support pupils' physical, emotional and moral development
- Promote ethical behaviour in relationships, recognising that ethical behaviour extends beyond consent to include kindness, care, respect and awareness of power dynamics

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

The PSHE Coordinator is responsible for:

- Ensuring curriculum content aligns with statutory guidance and that materials are available to parents on request
- Providing advice, support and information to staff teaching RSE
- Overseeing the provision, organisation and maintenance of RSE resources
- Involving relevant stakeholders in curriculum development to maintain a broad, balanced and relevant curriculum
- Ensuring staff understand their responsibilities regarding safety and safeguarding in RSE

### **Delivery of RSE**

Relationships and Sex Education (RSE) is delivered both as a discrete subject and through wider curricular opportunities where appropriate. Teaching is planned to be participative, inclusive and engaging, and uses agreed ground rules to ensure that discussion is safe, respectful and supportive for all pupils.

Teaching:

- Is age-appropriate, sensitive and developmentally sequenced
- Builds knowledge, understanding and life skills progressively over time
- Uses anatomically correct terminology alongside discussion of respectful and appropriate language
- Provides factual, lawful and balanced teaching about biological sex and gender reassignment

- Actively promotes dignity, respect and equality for all protected characteristics

The RSE curriculum clearly sets out the knowledge, skills and protective behaviours that pupils need in order to stay safe and to develop healthy, respectful relationships. It is informed by evidence-based practice, including approaches commonly used within the NHS when working with children and young people with learning disabilities.

The curriculum is structured into carefully sequenced strands which support pupils' understanding in a coherent and accessible way:

- Developing bodies and stages of growth
- Personal hygiene and physical health
- Public and private behaviour, boundaries and consent
- Relationships, including family, friendships, peer and adult relationships

Delivery of RSE is flexible and responsive to pupils' age, developmental stage, needs and vulnerabilities. Teaching may take place in mixed groups, single-sex groups or individual sessions, where this is judged to best support learning, dignity and emotional wellbeing.

Staff are trained and supported to deliver sensitive content confidently and to respond appropriately to safeguarding concerns, recognising that RSE lessons can increase the likelihood of disclosures. Teaching is carefully planned and sequenced, and repetition and overlearning are used purposefully to reinforce key messages, particularly for pupils with additional needs.

### **RSE Within the Primary Phase – Relationships Education**

Relationships Education in the primary phase focuses on the foundations of healthy relationships. Teaching includes boundaries, body autonomy, consent, privacy and reporting concerns (including online).

By the end of primary school, pupils will:

- Communicate about feelings confidently
- Form and sustain caring friendships
- Understand boundaries, consent and privacy
- Know correct anatomical terminology
- Understand how to stay safe and report concerns
- Be prepared sensitively for puberty

This content aligns with the DfE *Relationships Education, Relationships and Sex Education and Health Education Guidance* (July 2025), including statutory expectations for families, friendships, respectful relationships, online safety, being safe and health education outcomes.

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

<p><b>Families and people who care for me</b></p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>2. The characteristics of safe and happy family life, such as 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> </ol>
---	--

	<ol style="list-style-type: none"> <li>3. That the families of other children, 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>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. 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> </ol>
<b>Caring friendships</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>6. How to manage conflict, and that resorting to violence is never right.</li> <li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ol>
<b>Respectful, kind relationships</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> </ol>

	<ol style="list-style-type: none"> <li>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> <li>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>7. The conventions of courtesy and manners.</li> <li>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ol>
<p><b>Online safety and awareness</b></p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ol>

<b>Being Safe</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ol>
-------------------	--

## **RSE Within the Secondary Phase – Relationships and Sex Education**

At Key Stages 3, 4 and 5, RSE is delivered through PSHE, alongside Citizenship, Science and targeted sessions as appropriate. Teaching builds on primary learning and is carefully sequenced.

### Secondary RSE:

- Promotes respect and ethical behaviour
- Does not encourage early sexual activity
- Enables informed decision-making and resistance to pressure
- Teaches recognition of unhealthy, harmful or abusive relationships
- Provides clear understanding of the law

Pupils are prepared for adult life by developing values, confidence, relationship skills and knowledge of sexual health, consent, contraception, exploitation, online harms and equality. Secondary content explicitly addresses sexual harassment, sexual violence, pornography, sextortion, AI-generated imagery and digital abuse, ensuring pupils are equipped to stay safe and to respect others both online and offline.

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>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships.</li> <li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li> <li>3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.</li> <li>4. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.</li> <li>5. That forced marriage and marrying before the age of 18 are illegal.<sup>8</sup></li> <li>6. How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.</li> <li>8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.</li> </ol>
<b>Respectful relationships</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</li> <li>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</li> <li>3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.</li> <li>4. What tolerance requires, including the importance of tolerance of other people’s beliefs.</li> <li>5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</li> <li>6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li> <li>8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</li> <li>9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</li> <li>10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</li> <li>11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.</li> <li>12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.</li> </ol>
<p><b>Online safety and awareness</b></p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.</li> <li>3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.</li> <li>4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.</li> <li>5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious</li> </ol>

	<p>consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.</p> <ol style="list-style-type: none"> <li>6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.</li> <li>7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.</li> <li>8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.</li> <li>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</li> <li>10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.</li> <li>11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.</li> <li>12. How information and data is generated, collected, shared and used online</li> <li>13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).</li> <li>14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.</li> <li>15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk</li> </ol>
<b>Being Safe</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or</li> </ol>

touching. That kindness and care for others requires more than just consent.

2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

	<p>14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.</p> <p>15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.</p> <p>16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.</p>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.</li> <li>3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.</li> <li>4. 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>5. That some sexual behaviours can be harmful.</li> <li>6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.</li> <li>7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.</li> <li>8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma</li> <li>9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</li> <li>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</li> <li>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</li> </ol>

12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
---

This policy should be read in conjunction with Ganton's Well-Being Waves, PSHE and Science curriculum documents.

### **Managing Questions**

Staff respond to pupils' questions in an age-appropriate and professional manner. Where necessary, questions may be deferred for individual discussion. Pupils may be encouraged to speak with parents/carers or trusted adults and will be signposted to appropriate support services where required.

### **Resources**

Each class has access to PSHE resources. Additional RSE resources are held by the PSHE Coordinator.

Resources include:

- *Jason's Private World* – FPA (SEND)
- *Kylie's Private World* – FPA (SEND)
- Childnet Thrive: Teaching about Healthy Online Relationships (SEND)
- Storybooks supporting growth, emotions and relationships
- BBC Teach RSE resources
- Information leaflets on puberty and contraception
- Practical resources e.g. menstruation products, hygiene products

All RSE curriculum materials, including those used by external providers, are available to parents on request.

### **External Providers**

Yorkshire MESMAC Hull  
Cornerhouse Hull

### **Confidentiality and Safeguarding**

Staff do not promise total confidentiality. Pupils are informed of safeguarding boundaries at the outset of RSE lessons. Any disclosure that raises a safeguarding concern is reported immediately to the Designated Safeguarding Lead (DSL).

Sensitive information will be shared without consent only where there is a clear safeguarding duty to act, including where there is a risk of serious harm or danger to life. Procedures follow the school's Child Protection Policy and *Keeping Children Safe in Education*.

### **Parental Involvement and Withdrawal**

The school values partnership with parents and carers. Parents are informed about RSE provision and may request access to curriculum materials. At Ganton, we hope that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in the policy.

Parents have the right to request that their child be withdrawn from **some or all of sex education delivered as part of statutory Relationships and Sex Education (RSE)**, in line with Department for Education guidance. There is no right to withdraw pupils from Relationships Education, Health

Education or the science curriculum. Where a pupil is withdrawn from sex education, the school will ensure that appropriate, purposeful education is provided during the withdrawal period. Requests for withdrawal should be made in writing to Alec Young (headteacher).

In accordance with statutory guidance, from three terms before a pupil's 16th birthday, the pupil has the right to choose to opt into sex education, even if their parent or carer has previously requested withdrawal. The school will ensure that pupils are made aware of this right at the appropriate time.

Before withdrawing or making a request, we strongly urge parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development.

The Headteacher will discuss any request for withdrawal with parents and, where appropriate, the pupil, to ensure that the nature and purpose of the curriculum are clearly understood.

### **Roles and Responsibilities**

All members of Ganton community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and Ganton community are set out in detail below.

### **Board of Trustees**

Trustees will monitor and evaluate the impact of the policy by reviewing pupil's progress towards expected educational outcomes. They will scrutinise relevant data, review any issues that may arise and hold the headteacher to account for the implementation of the policy.

### **The Headteacher**

The headteacher, with support from their senior leadership team, will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils and that subjects are resources, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible to pupils and will liaise with parents about any concerns or opinions regarding RSE, relationships and health education provision (and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE).

### **Complaints**

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the principal in accordance with the Trust's complaints policy.

### **Training**

Staff receive regular training in:

- Safeguarding and child protection
- Child Sexual Exploitation and harmful sexual behaviour
- Female Genital Mutilation (FGM) and mandatory reporting
- Consent, boundaries and respectful relationships
- Managing disclosures

- Online harms, including pornography and sextortion

Specialist external training is accessed where appropriate.

### **Links**

This policy should be read alongside the school's PSHE, Citizenship, Child Protection, Safeguarding, Behaviour and Whistleblowing Policies.

Ganton School works in partnership with parents and, where appropriate, external professionals to support pupils' wellbeing, safety and personal development. All external contributors are vetted and sessions are monitored to ensure compliance with this policy and statutory guidance.