



**GUISELEY**  
**SCHOOL**

A THINKING SCHOOL

## Relationships and Sex Education Policy

<b>First Approved on:</b>	Spring 2011
<b>Last Reviewed on:</b>	Autumn 2018
<b>Review Date:</b>	Autumn 2019
<b>Governors' Committee:</b>	Curriculum and Policy
<b>Responsible Officer:</b>	Deputy Headteacher – Curriculum

## Background

High quality RSE helps create a safe school community in which our students can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Students and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Student and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that relationships and sex education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting the schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Student Act (2004) to promote their students’ wellbeing and under the Education Act (1996) to prepare student and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all student and young people to receive high quality relationships and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper, The Importance of Teaching (2010) highlighted that ‘Student need high quality relationships and sex education so they can make wise and informed choices’.

### 1. National Curriculum

RSE plays an important part in fulfilling the statutory duties the school has to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society
- prepares students at the school for the opportunities, responsibilities and experiences of later life

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

The government has made it clear that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. (National

Curriculum in England, DfE, 2013) and that ‘SRE is an important part of PSHE education’ (Guidance – PSHE education, DfE, 2013).

This review has been carried out by the Director of Learning: PSHE, in consultation with the Headteacher and Leadership team, SENCo and teaching staff.

Reference has been made to:

- DfEE document “Sex and Relationship Education Guidance” issued July 2000. Reference DfEE 0116/2000. This remains the most current guidance.
- Ofsted Report “Not Yet Good Enough: PSHE education in Schools.” May 2013 (Reference Ofsted 130065) highlighted Ofsted concerns as to the emphasis on biological aspects in RSE teaching in secondary schools. This has been carefully considered during the review of the programme of study for RSE at Guiseley School.
- Other sources such as the ‘My Health My School’ survey, Bullying record and parental concerns have also been considered.

There is currently a government consultation underway with a view to making changes to the guidance from Sept 2020.

The policy will be presented to Governors in November 2018 to be ratified.

Once in place, the policy will be reviewed annually in light of changing student needs and national guidelines.

The final policy will be available to all via the school website. Hard copies will be available upon request.

## **2. Definition**

What is Relationships and Sex Education?

Relationships and Sex Education (RSE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about physical, moral and emotional development, the understanding of the importance of 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. RSE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

It has three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of students’
- learn the value of respect, love and care

- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

### **RSE Guidance DfEE 2000**

In addition to this, we also aim to:

- raise students' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support students to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide students with the right tools to enable them to seek information or support, should they need it
- teach students about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe healthy and understand their rights as individuals

The aim of RSE is NOT to:

- encourage students to become sexually active at a young age
- promote a particular sexual orientation
- sexualise students

Guiseley School's RSE programme will:

- be an entitlement for all students, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage students and teachers to share and respect each others' views with cultural awareness and sensitivity
- ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their students about relationships, sex and growing up
- work in partnership with parents/carers and students, consulting them about the content of programmes
- work in partnership with other health professionals and the wider community

Guiseley School's RSE programme will contribute to:

- the safeguarding of students (Student Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping students to keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

## LGBT

All people, including staff and students, have a right to privacy. This includes the right to keep private one's trans status or gender-nonconforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School staff should not disclose information that may reveal a student's transgender status or gender-nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so. Staff should not discuss trans students outside of school with friends and so on, even when making no particular reference to their name or personal details. The trans community is such a small one that even a casual reference to a 'certain student' may be enough to out that individual or, at the very least, compromise confidentiality.

When a child or young person initially discloses their trans status, it is important to talk to them about confidentiality and who, if anyone, they would like information to be shared with.

Trans and gender questioning students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a trans or gender questioning student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or carer has specified otherwise

### Working with parents and carers

Many parents and carers of a child or young person who identifies as trans or gender questioning will be supportive of their child's gender identity; however, this is not always the case. When working with parents and carers, schools should bear in mind that they are representing the interests of the child or young person. As far as possible, care should be taken to ensure the wishes of the individual student are taken into account, with a view to supporting them during potential transition. Confidential information must not be shared even with the parents and carers without the child or young person's permission, unless there are safeguarding reasons for doing so.

### **3. How Sex & Relationship Education is Provided**

RSE is co-ordinated by the Director of Learning: PSHE and is taught with the PSHE programme for Key Stages 3 and 4. Biological aspects of RSE are taught within the Science curriculum. Some moral issues and aspects relating to marriage are taught within RE. Online protection issues are delivered at the start of each year during IT lessons. RSE within PSHE is taught by a specialist team of trained teaching staff and external providers. Delivery will be in mixed gender form groups with some provision for single sex teaching if appropriate.

Consultation on the content of these sessions will take place between the Director of Learning: PSHE, Key Stage Coordinators Leadership and student body.

Those students who would benefit from a differentiated and bespoke programme of study will be identified through discussion with the Director of Inclusion, Director of Learning: PSHE, Key Stage Coordinators and parents. Delivery will be given by trained inclusion staff. All RSE teaching is expected to reflect the values and attitudes laid out by this document. All RSE deliverers will be expected to have read and adhere to all aspects of the programme of study and its content, irrespective of personal opinion or belief.

### The Programme of Study

**RSE is delivered as part of a spiral curriculum and so topics will be revisited several times.**

Yr Group	Aspects of RSE delivered in PHSE Lesson s	Other relevant lessons
7	Normal physical development during puberty and positive body image. Changing relationships during adolescence and the skills to cope Sexuality Age restrictions and the law Sex as part of a loving relationship Sexting and the inappropriate use of social media <b>Grooming, FGM</b> Contraception	Correct terminology for parts of the male and female genitalia. human reproduction including IVF, puberty and menstruation are delivered during Science lessons (Reproduction Topic)  Child Exploitation Online Protection Lessons in IT
8	Body image Healthy relationships, grooming peer pressure and consent Pornography STIs  Impact of alcohol and drugs Emergency contraception and sexual Health services Where to get contraception	Role of Marriage (RE)   Child Exploitation Online Protection Lessons in IT
9	Coping with emotional change Differing sexuality and attitude toward sexuality When is the right time?	

	<p>Law relating to consent</p> <p>Impact of alcohol and drugs</p> <p>Emergency contraception and sexual Health services</p> <p>Sexism and homophobia as part of 'Discrimination'</p>	<p>Child Exploitation</p> <p>Online Protection</p> <p>Lessons in IT</p>
Yr Group	Aspects of RSE delivered in PHSE Lesson s	Other Relevant Lessons
10	<p>Emergency contraception and sexual Health services</p> <p>Which sexual activity can lead to pregnancy and the choices that women have if they do become pregnant.</p> <p>The lifelong consequences of pregnancy and caring for a child.</p>	<p>Hormonal control of Human reproduction</p> <p>IVF and genetic screening</p> <p>Development of the embyo (Science)</p>
11	<p>Review &amp; recap dependent on the cohort.</p> <p>Eg Healthy v abusive relationships</p> <p>The continuum of sexuality</p> <p>STI, pregnancy and contraception</p> <p>Consent and statutory rape</p> <p>The lifelong consequences of pregnancy and caring for a child.</p>	
12 & 13	<p>Going to university/ leaving school</p> <p>Healthy lifestyle</p> <p>Access to health care</p>	

The content of the programme of study follows the guidelines laid out in DfEE document “Sex and Relationship Education Guidance” ref. DfEE 0116/2000.

The timing and content is also in response to consultation between the Director of Learning: PSHE and the Leadership team, teaching staff, external providers, the Student Executive Committee and to questions raised by the Ofsted report “Not Yet Good Enough: PSHE education in Schools.” May 2013 (Reference Ofsted 130065).

#### **4. How Relationships & Sex Education is Monitored and Evaluated**

This will be delivered in line with the School’s curriculum and assessment policies.

##### **4.1 Monitoring**

It is the responsibility of the Director of Learning PSHE to ensure that the work described is taught at the stated times. This will be through work, staff and student voice, scrutiny and learning walks.

##### **4.2 Evaluation**

Students’ knowledge and understanding will be assessed at the end of every unit of work. Staff and students may also be asked to give feedback by as part of the annual PSHE and Citizenship Health check.

Students will be asked to complete the online My Health My School Survey

#### **5. Guidelines for Teachers on Sensitive Issues, Confidentiality & Advice to Students**

Sensitive Issues, these may include:

- Puberty
- Menstruation
- Sexual intercourse
- Contraception
- Abortion
- Safer sex
- HIV, AIDs and Sexually transmitted infections (STIs)
- Grooming and Sexual Exploitation
- Abusive relationships

The classroom teacher is directly responsible to the Head teacher in all areas of the curriculum. This includes areas that deal with sensitive issues. The teacher therefore should show the usual level of organisation for these areas in terms of clarity of objectives, tasks and availability of resource materials. There should also be a clear policy on assessment of this work.

Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with the Head teacher. All staff should read the following sections of information.

The DfEE document “Sex and relationship Education Guidance” issued July 2000, (ref. DfEE 0116/2000) contains information in its section 2 on specific sensitive issues. These will be of interest and of use to staff and are attached to this policy in appendix 1.

The school curriculum sets out how sex and relationship education will be provided. It is however inevitable that related issues will emerge in other lessons from time to time. The following section contains relevant guidance on teaching strategies from the DfEE document “Sex and relationship Education Guidance” issued July 2000:

#### Section 4, part 4.3 Ground rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. Ground rules might be developed as part of the school’s sex and relationship education policy or individually with each class or year group. For example: No teacher or student will have to answer a personal question; No one will be forced to take part in a discussion; Only the correct names for the parts of the body will be used; and meanings of words will be explained in a sensible and factual way.

#### Part 4.5 Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from students in a whole class situation. Having a set of ground rules should reduce the chances of this happening but the following guidelines should be used: If a question is too personal, the teacher should refer back to the ground rules. If the student needs further support, the teacher can refer her or him to the appropriate person, such as the Head of Year or Director of Learning: PSHE.

If a teacher doesn’t know the answer to a question, it is important to acknowledge this, and to suggest that the answer is researched later. If a question is too explicit, seems inappropriate for the age of the student, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later; and if a teacher is concerned that a student is at risk of sexual abuse, they should follow the school’s child protection policy referring the matter as a cause for concern to a designated Child Protection Officer.

#### 5.2 Confidentiality

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The procedure set out in the school’s child protection policy for when a child reveals abuse should be used in these circumstances.

The information that has been disclosed should be reported to a designated Child Protection Officer. DfEE document “Sex and relationship Education Guidance” issued July 2000, contains relevant guidance on confidentiality.

#### 5.3 Advice to Students

Trained teachers will give students full information about different types of contraception, including emergency contraception and their effectiveness. Students may wish to raise further issues with staff arising from discussion in the classroom. Trained teachers can also give students – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.

The Student Support Centre is staffed between 8am and 4pm during term time. Members of staff are available to help support students with concerns in the first instance. Referrals to the school nurse are made following bi-weekly IP meetings between the Learning Mentor and PBMs.

All student support staff work together with tutors and PBMs, but they will not share personal information about students without their permission **unless there are child protection concerns**.

## **6. Working with Parents**

Parents are the key people in: teaching their children about relationships and sex; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped that the school's relationships and sex education programme will complement and support the role of parents.

The RSE policy will be available via the school website and parents will be advised when RSE lessons are to be delivered as part of the PSHE programme.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided by school. The exception to this is for those parts delivered in Science lessons as these parts are included in the statutory National Curriculum. Any parent wishing to withdraw their child is encouraged to make an appointment with the Director of Learning: PSHE and a member of the Leadership team to discuss the matter.

## **7. Review of this Policy**

This policy will be reviewed by the Governors committee for Curriculum and Assessment as part of their cycle of policy reviews.

This policy is next due for review in October 2019

## **Related Polices**

- Anti Bullying
- Assessment
- Behaviour
- Child Protection
- Confidentiality
- Curriculum
- Equal Opportunities