

Date Adopted	Autumn 2021
Last Reviewed	Autumn 2023

<b>RELATIONSHIPS &amp; SEX EDUCATION (RSE) POLICY</b>	<b>Statutory</b>
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Gordano School believes that education around how to conduct healthy and happy relationships is an educational entitlement of all students and an integral part of each pupil's emergence into adulthood.

## 1. DEFINITION OF RSE

1.1 Relationships and sex education (RSE) is taught to help children and young people be safe, healthy and happy as they grow up and in their future lives. It is taught to give learners an understanding of the importance of stable and loving relationships in their many forms. This includes an understanding of marriage, respect, love and care. It is also about the teaching of sex, gender identity, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

1.2 It has three main elements:

### 1.2.1 Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and civil partnerships<sup>1</sup>, and stable and loving relationships in their many forms<sup>2</sup> for the nurture of children
- learning the value of respect, love and care
- exploring, considering, and understanding moral dilemmas
- developing critical thinking as part of decision-making

### 1.2.2 Personal and social skills

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

### 1.2.3 Knowledge and understanding

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

## 2. AIMS OF SEX EDUCATION AND RELATIONSHIP EDUCATION

2.1 It is the school's aim to deal with sex education sensibly and sensitively at each key stage, in an age-appropriate way, within a supportive framework which will allow students to feel comfortable with the subject matter and allow them to have the confidence to seek clarification, if necessary. All questions will be answered honestly and openly. The underlying philosophy of this policy is to develop self-respect in young people enabling them to develop loving, caring relationships and appreciate the moral considerations and personal responsibilities within relationships and towards others.

<sup>1</sup> In the rest of this document, references to marriage should be read as marriage and civil partnership

<sup>2</sup> Including, but not limited to, single parent families, cohabiting families, reconstituted families, and extended families.

- 2.2 We define Sex Education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health<sup>3</sup>.
- 2.3 We define Relationships Education as learning about the physical, social, legal and emotional aspects of human relationships including friendship, intimate, sexual and committed relationships and family life.
- 2.4 Sex education is not the same as relationship education, or health education. Whilst parents have the right to withdraw their children from sex education, this does not apply to parts of the curriculum deemed to be relationship education or health education (See section 6 below).
- 2.5 Within sex education we aim to deliver a programme of study which will provide knowledge and encourage the acquisition of skills and attitudes which will allow students to:
- 2.5.1 Understand the biological development, the functions of the human body and aspects of reproduction
  - 2.5.2 Recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
  - 2.5.3 Understand the responsibilities and roles within a sexual relationship
  - 2.5.4 Understand that some organisms, including HIV, can be transmitted in many ways, in some cases sexually
  - 2.5.5 Examine their own attitudes to their physical and emotional development and those of others
  - 2.5.6 Develop assertiveness and decision-making skills
  - 2.5.7 Understand aspects of legislation relating to sexual behaviour
  - 2.5.8 Learn about contraception and the reasons for having protected sex
  - 2.5.9 Access confidential sexual health advice, support and, if necessary, treatment
- 2.6 Within relationships education we aim to deliver a programme of study which will provide knowledge and encourage the acquisition of skills and attitudes which will allow students to:
- 2.6.1 Understand the diverse types of committed and stable relationships that exist and how these can contribute to a happy and fulfilling life. This includes non-sexual relationships, such as friendships
  - 2.6.2 Recognise the importance of personal choice and consent in managing relationships so that they do not present risks to health and personal safety
  - 2.6.3 Recognise when someone is unsafe within a relationship and how to seek help or advice, including reporting concerns about others, if needed
  - 2.6.4 Understand the responsibilities and roles within a relationship
  - 2.6.5 Understand different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
  - 2.6.6 Develop assertiveness and decision-making skills
  - 2.6.7 Understand their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
  - 2.6.8 An understanding that risks come with these opportunities and how to recognise them and seek help if appropriate
  - 2.6.9 Understand aspects of legislation relating to relationships, including the difference between marriage and cohabitation, and why marriage is something that must be freely entered into
  - 2.6.10 Understand that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
  - 2.6.11 Understand their 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

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<sup>3</sup> This definition is taken from the Sex Education Forum.

### 3 CONTENT

#### 3.1 Knowledge and Information

- 3.1.1 **Year 7 and 8:** Puberty and the changing adolescent body, the nature of bullying (online and offline), anti-bullying strategies, growing up, friendship advice, sexting, periods and menstrual wellbeing, and gender equality.
- 3.1.2 **Year 9, 10 and 11:** birth processes, abortion, genetic inheritance, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, methods of contraception, sexual health and stereotyping, sexual attitudes within cultures and faiths, family life and relationships, gender identity, resolving family conflict, marriage and divorce, same-sex relationships, recognizing abusive behaviour in relationships, how to recognise/the laws surrounding sexual harassment and sexual violence, forced marriage, honour killings, the cultivation of identity online and how to stay safe online.

#### 3.2 Values and Beliefs

As well as knowledge and information, students will be encouraged to consider the importance of the following values:

- 3.3.1 Respect and valuing of themselves and others
- 3.3.2 Understanding and sensitivity towards the needs and views of others
- 3.3.3 Responsibility for their own actions
- 3.3.4 Responsibility to the school, their family and the wider community

#### 3.3 Skills and Attitudes

Students will be helped to develop the following skills:

- 3.3.1 Recognising and using opportunities to develop a healthy lifestyle
- 3.3.2 Communication, including the making and keeping of relationships
- 3.3.3 Assertiveness
- 3.3.4 Decision-making
- 3.3.5 Risk assessment
- 3.3.6 Managing relationships
- 3.3.7 Conflict resolution
- 3.3.8 Seeking help

3.3 Further information about the content of the curriculum can be found in Appendix A.

### 4 DELIVERY

- 4.1 RSE is delivered mainly as a part of the Ethics curriculum, and often in set lessons designated as Personal Social Health and Economic Education lessons (PSHE). In Year 7, 8 and 9 PSHE and Ethics lessons are delivered through three lessons a fortnight - all lessons are delivered by specialists and Year 7 delivery is done by Humanities staff, in Year 10 and 11 Ethics and PSHE lessons are taught twice per fortnight. Content is also covered in Ethics & Philosophy lessons, Science lessons and Computer Science. It is taught by a team of trained, experienced teachers who are acutely aware of the need for sensitivity. Great care is taken to engender in students a respect for different attitudes and values with regard to religious and cultural issues, in line with the Equalities Act 2010. The programme is taught within a framework of 'loving and caring relationships'.
- 4.2 Where appropriate, the school will deliver some content through tutor time activities, and content will be delivered by the student's tutor. Some content will also be delivered through assemblies, and by outside speakers. For example, students will be taught about the importance of respecting others within their peer group during year 7 tutor time. Students in KS4 are also taught about LGBTQ+ and inclusion in relationships through the tutor time programme.
- 4.3 On occasions, it may be the case that sexual issues are implicit in other areas of the curriculum eg. English set texts. Where this is the case, the school, as ever, seeks to deal with such matters in a responsible, sensitive manner.

- 4.4 Some content is also taught within Computer Science lessons and the science curriculum. For example, students are taught about staying safe within online relationships as part of Computer Science, and the reproductive system within Science lessons.
- 4.5 When deemed necessary, the school may be required to change how these lessons are delivered within the timetable. This may mean that some lesson time which is normally allocated for the delivery of RSE is taken from timetabled subjects. If this is done, the school will make every effort to ensure that all statutory content is still covered that year or is caught up at a later date.
- 4.6 An overview of the learning in each year group for Ethics and Philosophy, PSHE and Science can be found on the school website in the Curriculum area.

## 5 TEACHING APPROACHES AND SAFEGUARDING

- 5.1 A variety of teaching and learning styles is used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Students are taught in mixed-ability and mixed gender groups and the teaching of issues are explored in an inclusive manner regardless of sexuality or gender. Every effort is made to use inclusive language when teaching issues relating to relationships and sex.
- 5.2 Our RSE programme will be taught through a range of teaching methods and interactive activities, including class discussions, video clips, worksheets, discussions of case studies and demonstrations of safe behaviour, among other techniques.
- 5.3 High quality resources will support our RSE provision and will be regularly reviewed by the PSHE and Head of Ethics lead alongside the Headteacher, working closely with other skilled members of the Ethics team. These resources will be reviewed to ensure that they appropriately support the values of Gordano's RSE curriculum.
- 5.4 Lessons will be scaffolded where appropriate to ensure that all students are able to access the curriculum in line with the Equalities Act 2010. In some cases, Gordano School might deem it appropriate for some students to have the content delivered to them by a SEND specialist in learning support. This will be done on a case-by-case basis and might involve a mix of one to one support and classroom delivery if this in the best interest of the student.
- 5.5 Topics will be taught in an inclusive manner, covering areas such as contraception and same-sex relationships. This will ensure that the needs of all students are met in relation to RSE.
- 5.6 Where appropriate, Gordano might put in place additional support for pupils with protected characteristics as outlined by the Equalities Act 2010 (which mean that they are potentially at greater risk). This might mean adding or changing content of lessons to reflect the needs of these pupils.
- 5.7 We will ensure a safe learning environment by.
  - 5.5.1. establishing clear ground rules within the classroom.
  - 5.5.2. using a range of distancing techniques to allow students to discuss topics in a more detached manner.
  - 5.5.3. answering questions honestly and factual manner where appropriate.
  - 5.5.4. being given the opportunity to raise questions anonymously.
  - 5.5.5. informing students about other opportunities to get support outside of the classroom, including by not limited to their tutor, student support, and reputable online website designed to offer support.
- 5.6. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In which case, the schools Safeguarding/Child Protection protocols and procedures will be followed.

- 5.7. To make sure that content is appropriate for each year group, the PSHE lead has consulted, and will continue to consult, pastoral leads within the school. This will mean that pastoral leads can ensure that any staff delivering the content are aware of any issues that might affect their students. It also means that the curriculum will meet the individual needs of each year group.

## 6 THE ROLE OF OTHER STAKEHOLDER, INCLUDING PARENTAL PARTNERSHIP

- 6.1 Under the Education Act of 1993, parents have the right to withdraw their children only from all or part of the PSHE **sex education programme and some aspects of religious studies only**. Parents wishing to exercise this right are asked to make an appointment to meet with the Headteacher to discuss the issues (though they are under no obligation to do so). Once a child has been withdrawn, they cannot take part in later sex education without parental approval up until six terms before the child turns 16.
- 6.2 This process is the same for pupils with SEND. However, there may be exceptional circumstances where Gordano may want to take a pupil's specific needs arising from their SEND into account when making this decision.
- 6.3 After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. This is a legal requirement, as set out by government guidance (*Relationships and Sex Education (RSE) and Health Education*).
- 6.4 We would like to make it clear that, if students are withdrawn and ask questions at other times, these questions will be answered honestly by staff. We shall endeavour to respect and protect the sensitivity of the child. Parents will be supported in teaching sex education at home, if they so desire.
- 6.5 Gordano school prioritise effective delivery of the content, and there will be times when sex education is integrated with health and relationship education. Provisions will be made for students who have been withdrawn from these lessons.
- 6.6 Gordano school recognises the importance of working closely with the parents and the wider community in order to make sure that RSE is taught effectively. Gordano will aim to undertake a consultation with parents each year to ensure that the program remains up to date and reflects the needs of the students at the school. This could take many forms, one example of which is parental workshops.
- 6.7 This policy is informed by students, pastoral leads, parents, and other stakeholders. Questionnaires, focus groups, and consultations where parents can discuss examples of material may help to guide the construction of this policy. An outline is available on the website and parents can request specific materials from the Head of subject.

## 7 ORGANISATION

- 7.1 The overall planning and delivery of the RSE programme will be co-ordinated by Headteacher in consultation with the Head of PSHE and Ethics, The Head of Humanities, the Head of Science, and the Head of Computer Science.

## 8 CONFIDENTIALITY

- 8.1 The school will work within the guidelines set out by the DfE's Child Protection Circular 10/95 - "*Protecting Children from Abuse: The Role of the Education Service*" - working with the designated teacher for Child Protection issues.
- 8.1.1 It is only in the most exceptional circumstances that the school could be in the position of having to handle information without parental knowledge.
- 8.1.2 We will reassure students that their best interests will be maintained, encouraging them to talk to their parents or carers and giving them support to do so.

- 8.1.3 We will ensure that students know that teachers cannot offer unconditional confidentiality.
- 8.1.4 We will assure students that, if confidentiality has to be broken, then they will be informed first and then supported as appropriate.
- 8.1.5 If there is any possibility of abuse, the school's Safeguarding Policy will be followed.
- 8.1.6 We will ensure that students are informed of sources of confidential help. This includes, but is not limited to the School Counsellor, Portishead Youth Hub, School Nurse, their GP.

## 9 USE OF OUTSIDE VISITORS

- 9.1 Delivery of RSE is not the sole responsibility of the school.
- 9.2 The school will work effectively in partnership with parents, health professionals and others in the wider community to enhance the provision.
- 9.3 Visiting experts to the school have a discrete role and responsibility for providing RSE both informally and formally. Visitors **may** be used to complement but never substitute or replace planned provision.
- 9.4 The school will ensure that any visitor used will be properly checked so that any material covered, or views expressed are appropriate for the school setting.

## 10 MONITORING AND EVALUATION

- 10.1 We will regularly monitor our RSE scheme or work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes reflect pupil's needs.
- 10.2 The tutor time lead will consult with tutors and students about the effectiveness of RSE content delivered through the tutor time program.
- 10.3 The effectiveness of the program's implementation is monitored in a range of ways. This includes feedback from teachers and students, reviews of assessments, the checking of student's work, and lesson observations. This is to be coordinated by the Headteacher, the Assistant Head Inclusion, the Head of Ethics and PSHE

## 11 PUPIL ASSESSMENT

- 11.1 Gordano School has the same high expectation of the students work in these subjects as in other curriculum areas.
- 11.2 A range of assessment methods are used to get regular feedback on student progress in RSE. We also use this information to identify where students need extra support or intervention.
- 11.3 Assessment methods used include subject knowledge test, baseline assessments, TRIO activities, written assignments, and student self-evaluation.

## 12 RSE POLICY REVIEW DATE

- 12.1 This policy will be reviewed annually.
- 12.2 It will be reviewed by the Headteacher, the PSHE and Ethics Lead, and the Governors.
- 12.3 This will ensure that the RSE curriculum continues to meet the needs of the pupils at Gordano.

Date Policy Adopted: 20<sup>th</sup> November 2023

Neil Wiley

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Chair of Governors



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Headteacher

## APPENDIX A

### RELATIONSHIPS AND SEX EDUCATION PROGRAMME DELIVERED IN PSHE, ETHICS & PHILOSOPHY, SCIENCE AND THE TUTOR TIME PROGRAM

The website provides an overview of many topics' students will cover during each year and parents may request specific materials if they wish. Many topics are included due to their links to relationships and sex education, whilst not strictly being either of these.

It should be noted that there is a whole school approach to educating students about diversity, inclusion and respectful interpersonal relationships, and how to create healthy relationships within communities. Many assemblies and lesson activities tackle these issues across all key stages and are adapted to meet the needs of the community. This includes, but is not limited to, the schools' work during black history month, international woman's day, world mental health day, LGBTQ+, PRIDE Month, Safer Internet Day, Remembrance Day, Holocaust Memorial Day, Ramadan, and anti-bullying week.

### LEARNING OUTCOMES FOR RSE

#### Students will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core value of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively
- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves

#### Students will know and understand:

- that fertilisation in humans is the fusion of a male and female cell
- the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health
- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- about when and where to get help, such as a genitor-urinary medicine clinic
- the way in which hormonal control occurs, including the effects of the sex hormones, some medical uses of hormones including the control and promotion of fertility

- the defence mechanisms of the body
- how sex is determined in humans
- how sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risk of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend for their success on maturity and commitment.
- FGM and how it affects young girls, their peers and communities.

**Students will have considered:**

- the benefits of sexual behaviour within a committed relationship
- how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- spotting and resisting pressures to engaging in harmful behaviour in relationships, including sex when underage
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibility mean in relationships
- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion, contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others