



Relationships and Sex Education (RSE) Policy

This policy has been drawn up according to guidance provided by the PSHE Association and with regard to **Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE 2019)**. As recommended by the DfE this policy takes account of existing **DfE guidance on preventing and tackling bullying, safeguarding and equality**. It should be read alongside the school's **Personal, Social, Health and Economic Education (PSHE) policy** document.

Rationale

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." **Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE July 2019)**.

"Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives." **Sex and Relationship Education Guidance DfE (July 2000)**

Purpose

The main objective is to help and support young people through their emotional, physical and moral development, thereby improving young people's sexual health and reducing the negative consequences of sexual activity. A successful RSE programme is firmly embedded in PSHE so that it is able to help young people learn to respect themselves and others, and move with confidence from childhood, through adolescence to adulthood.

The different elements of RSE, which are interdependent, should promote this progression as knowledge alone will not promote sexual and emotional health and well-being. Knowledge must be taught alongside a proper consideration of values, attitudes and beliefs which in turn is closely related to the development of personal and social skills and the acquisition and understanding of accurate and unbiased information.

At Gateways School a programme of RSE which deals with issues beyond the statutory science curriculum is delivered within PSHE by class teachers in the Prep School and form teachers in the High School with the assistance of the school nurse and outside agencies as appropriate. RSE also extends into the 6th Form through the tutorial & enrichment programme.

RSE aims

- To provide accurate information about, and increase understanding of, sex related issues.
- To dispel myths surrounding sex related issues.
- To explore a range of attitudes around sex related issues and help pupils to reach their own informed opinions.
- To promote core values of mutual respect, non-violence, negotiation and care.
- To develop skills in communication, risk assessment, decision making, assertiveness, conflict management, seeking advice and helping others.

Moral and Values Framework

"Sex and Relationships Education is a lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes."

It has 3 main elements:

Attitudes and Values

- Learning the importance of values;
- Learning the value of family life, marriage, and stable, loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as a part of decision-making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;

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- 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;
- Promote skills in reviewing the impact and influence of the media and pornography;
- Develop the skills to stay safe in an increasingly sexualised society;
- Develop skills to raise self-esteem and assertiveness in order to resist pressure and coercion in terms of sexual relationships;
- Build on internet safety awareness and skills to stay safe online in using mobile technology.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Learning to use appropriate language to describe body parts and functions;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and STIs, and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for and the benefits of delaying sexual activity;
- The avoidance of unplanned pregnancy;
- Understanding of the law as it relates to all aspects of RSE inclusive of, but not exclusively: marriage, consent, CSE, pornography, FGM and equality.

Content of Sex and Relationship Education programme

The RSE policy seeks to ensure pupils acquire the skills and knowledge to make informed choices about their personal and sexual relationships based on equality and mutual respect so that they can enjoy their sexuality without harm.

In keeping with the findings of best practice research, RSE at Gateways School is delivered to all age groups (EYFE to post-16) through a curriculum that is embedded in a whole school framework for PSHE. As a result, topics are visited and revisited throughout a pupil's school life, ensuring that knowledge, work on attitudes, values and the acquisition of skills is delivered as appropriate to pupils' developmental stage and changing needs.

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EYFS

In EYFS children are taught through Personal, Social and Emotional Development (PSED) and Communication and Language (C&L) in a way appropriate to their age and stage of development.

This would include helping children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities. Children will learn 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. Through C&L children are given opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Prep School

In **Year 1**, children are taught:

How can I stay healthy?

- Staying healthy
- Medicines
- Who gives us medicines?
- Going to hospital

Keeping Clean

Dental Health

How does change make me feel?

- Growing and Changing
- Families and care

In **Year 2**, children are taught:

What makes me 'Me'?

How does change make me feel?

Differences: boys & girls

Differences: males & females

Naming Body Parts

- Gender and work
- Body image
- Exercise and fitness

What hurts our feelings?

- Self-awareness
- Managing feelings
- Habits and obstacles to change

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- Being cared for
- Loss of things you care about and bereavement
- E safety

In **Year 3**, children are taught:

What would life be like without friends?

- Personal Space & Touch

Differences: male and female

- Family Differences

Gender roles at home and school

- Feeding the family

In **Year 4**, children are taught:

How will I change as I get older?

- How much am I worth?
- Growing & Changing

What is puberty?

- Puberty changes and reproduction

In **Year 5**, children are taught:

What is a relationship?

- Talking about puberty
- Male and female changes
- Puberty and hygiene
- Body image and the media
- Positive physical and emotional health
- Raising concerns and helping friends in need

How do feelings affect us and other people?

- Forgiveness and friendships
- Understanding embarrassment
- Consequences of teasing and bullying
- Importance of anger management

In **Year 6**, children are taught:

What makes a good relationship?

- Puberty & reproduction
- Understanding relationships
- Conception &

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- Pregnancy
- Health services
- Healthy families and nutrition
- E safety

SRE

- Managing overwhelming feelings
- Accepting our part in a conflict
- Assertiveness
- Communication in relationships (including online safety)
- LGBT
- Moving on

High School

- Sex and Relationships education is set within a broader base of self-esteem and responsibility for the consequences of one's actions.
- Teaching is focused on relationships, love and care, and the responsibilities of parenthood, as well as sexual relationships.
- Pupils are taught all topic areas taking into account the protected characteristics included in the **Equality Act 2010**. This includes learning about and being sensitive to:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- Pupils are taught about personal responsibility, how "to say no", and how to talk to other people about situations with which they feel uncomfortable.
- Teaching is about boys and girls.
- Building self-esteem is fundamental.

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- RSE examines the taking on of responsibility, assessing risk and the consequences of one's actions in relation to sexual activity and parenthood.
- RSE provides young people with information about different types of contraceptives, safer sexual practices and how to access local sources of further advice and treatment.
- RSE provides young people with a clear understanding of the arguments for resisting pressure.
- RSE explores links with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- Young people learn how the law applies to sexual relationships.
- RSE aims to promote young people's skills in reviewing the impact and influence of the media and pornography whilst helping them to stay safe in an increasingly sexualised society.

Sixth Form

- SRE is part of this Enrichment programme in Sixth Form. Key issues associated with RSE are highlighted, including building healthy relationships and recognising unhealthy behaviours and consider issues such as domestic violence. Pupils who may need further help and advice about SRE are referred to external organisations such as The Market Place, Youngminds and Leeds Sexual Health. Pupil knowledge is built upon the cultivation and practice of resilience and character in the individual, including focusing upon such character traits as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Organisation of RSE

- The Head of EYFS and the PSHE Co-Ordinator are responsible for coordinating RSE and PSHE lessons in the Prep School. The Head of Pastoral Care is responsible for coordinating RSE and PSHE lessons in the High School and the Head of Sixth Form for the post-16 curriculum.
- When delivering RSE, teachers recognise that young people vary in attitudes, values, experience, levels of maturity, home environments and religious/cultural backgrounds. RSE educators use a range of strategies to bring about effective learning, including establishing ground rules (agreed by pupils themselves), using "distancing" techniques (role-plays, games and videos), and making use of discussion, project learning and encouraging reflection.

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- Most lessons will be co-ed but single sex lessons may be delivered if appropriate.
- The RSE policy and Schemes of Work are evaluated annually.

Specific Issues Statements

Many parents/guardians recognise that their own sex education was inadequate and most support the school in its provision of RSE. A letter is sent out to inform parents/guardians of their right to withdraw their children from RSE and when it is being delivered. **Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE July 2019)** states parents' have the right to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Whilst being aware of the right to withdraw children, we aim to deliver RSE in a way that is welcomed and appreciated by all parents/guardians so there should be no reason for withdrawing children.

Child Protection issues

The school has fully comprehensive safeguarding strategies in place, as detailed in the **Safeguarding Policy and Procedures**.

Issues of Confidentiality

Issues of confidentiality are covered in the **Safeguarding Policy and Procedures**.

Answering difficult questions

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and so a variety of techniques are used to help young people to talk freely and openly when discussing sex-related issues. The establishment of ground rules (group agreement) by the pupils themselves creates an appropriate atmosphere in which teacher and pupils feel comfortable so that even sensitive and/or potentially embarrassing issues can be considered. Distancing techniques are employed by staff as well as opportunities for pupils to ask questions anonymously.

Use of Visitors

The use of visitors from external agencies can be invaluable in the delivery of RSE. Prior to visits, visitors are also talked through the school's approach to RSE and basic information regarding ways of dealing with children (see **Safeguarding Policy and Procedures**).

Selection of RSE resources

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Those responsible for the writing of PSHE schemes and the delivery of PSHE constantly seeks to update resources (videos, card games, photographs, posters, newspaper articles etc...) and is careful to select and use resources free from stereotyping, bias and prejudice. It is vital that resources are suitable for the age and experience of pupils, especially when materials are not specifically produced for educational purposes.

Procedures for monitoring and evaluation

RSE is regularly evaluated, progress is monitored and experiences shared. PSHE is an agenda point in pastoral meetings and is recorded in the meetings minutes. The PSHE Schemes or work are reviewed and evaluated annually. The sharing of good practice is encouraged.

The RSE policy is reviewed annually by the Head of Pastoral Care, Leadership and the Safeguarding Governor. It is approved by the Headmistress.

Dissemination of the RSE policy

The RSE policy is available on the school website. The RSE policy is available to all staff which is updated annually and available on the management drive. Parents are welcome to arrange a meeting with the relevant member of staff, at any time to discuss the RSE schemes or work and its delivery.

Staff training

Those members of staff delivering the PSHE curriculum have access to relevant PSHE CPD.