



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 which includes the PSHE Schemes or Work. Other documents that inform the school's RSE policy include **Keeping Children Safe in Education (2021)** and **Children and Social Work Act (2017)**.

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.

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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 a subject specialist 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.

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. We welcome consultation from parents, so please do not hesitate to get in touch if you have any queries.

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;

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- 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;
- 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;
- Promoting skills in reviewing the impact and influence of the media and pornography;
- Developing the skills to stay safe in an increasingly sexualised society;
- Developing skills to raise self-esteem and assertiveness in order to resist pressure and coercion in terms of sexual relationships;
- Building 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 (EYFS 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), the use of the PSHE Curriculum Programme Jigsaw, and Communication and Language (C&L) in a way appropriate to their age and stage of development. The following areas are covered:

Term	Unit name	Content
Autumn 1	Being Me in My World	Includes self-identity, understanding feelings, being in a classroom, being gentle and rights and responsibilities.
Autumn 2	Celebrating Difference	Includes identifying talents, being special, families, where we live, making friends and standing up for yourself.
Spring 1	Dreams and Goals	Includes challenges, perseverance, goal-setting, overcoming obstacles, seeking help Jobs and achieving goals.
Spring 2	Healthy Me	Includes exercising bodies, physical activity, healthy food, sleep, keeping clean and safety.
Summer 1	Relationships	Includes family life, friendships, breaking friendships, falling out, dealing with bullying and being a good friend.
Summer 2	Changing Me	Includes bodies, respecting my body, growing up, growth and change, fun and fears and celebrations.

Prep School

Within the Prep School, RSE is taught through our PSHE Curriculum programme, Jigsaw. This covers the following 6 areas in each year group:

Term	Unit name	Content
Autumn 1	Being Me in My World	Includes belonging and being part of a school community, wider community and global community. Looks at rights and responsibilities. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes diversity work and anti-bullying (cyber and homophobic bullying included).
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, strengths and challenges and team work skills. There is also a focus on enterprise and fundraising.

Spring 2	Healthy Me	Includes emotional/mental health (stress, body image, mental health skills, friendships, relaxation, safety) and physical health (diet, exercise, relaxation and rest, keeping clean, drugs and alcohol, first aid).
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict/resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of coping positively with change.

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage.

EYFS	Growing up: how we have changed since we were babies
Year 1	Boys' and girls' bodies Naming body parts (correct terminology)
Year 2	Boys' and girls' bodies Body parts (correct terminology) Respecting privacy (which parts of the body are private and why this is)
Year 3	How babies grow How boys' and girls' bodies change as they grow older
Year 4	Internal and external reproductive body parts Body changes in girls and menstruation
Year 5	Puberty for boys and girls Conception
Year 6	Puberty for boys and girls Understanding conception to birth of a baby

The RSE aspects are covered in the following topic areas:

- Families and the people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid (KS2 only)
- Changing adolescent body

High School

RSE is integrated throughout the curriculum at upper 3 to upper 6. Each year group will follow the same basic structure, however, lessons will be age appropriate for their year group. Learning is sequences to introduce students to basic concepts in earlier years, building on their learning with more complex topics are later years. Students will be taught about the changes that come along with adolescence and becoming an adult. Additionally, lessons focus on providing students with the skills to successfully manage the social, legal and moral implications of relationships. Below is an overview of the RSE scheme of work for the upper school.

Term	Unit name	Content
Autumn 1	Wellbeing & Physical Health	Includes learning about physical health and well-being. This includes nutrition, diet and exercise. Once the RSE policy is circulated, learning will include the physical and emotional changes during puberty. Additionally, students will cover fertility, foetal development, menstruation, contraception and sexually transmitted infections.
Autumn 2	Mental Health, managing risk & substance use.	Includes learning about the mental changes of growing up, including managing the emotions that are part of adult relationships. In addition, pupils learn about social influences and are educated about substance misuse and addiction.

Spring 1	Positive relationships.	Includes understanding different types of relationships, from friendships to imitating relationships. Additionally, students will examine gender roles, LGBT visibility and social stereotypes. Students will learn skills to successfully navigate forming and maintaining healthy relationships. As well as how to affirm boundaries and challenge unhealthy relationship scenarios.
Spring 2	Bullying, abuse, discrimination & consent.	Includes education on bullying throughout society, how to spot and successfully manage abusive situations. Additionally, students will learn about prejudice and discrimination. Furthermore, students will learn about the role consent plays in different types of relationships.
Summer 1	Living in The Wider World.	Includes learning about the interpersonal skills needed for further education and life in the world of work. Additionally, students learn about core British values.
Summer 2	Employment, rights and responsibilities.	Includes learning about human rights, rights under the law, rights at work, as well as how to tackle extremism and other social threats.

- 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 and the different types of relationships including LGBTQ+ relationships, love and care, and the responsibilities of parenthood, as well as sexual relationships. Consideration is given to 'what are healthy relationships?' as well as considering stereotypes and their role in prejudice, sexual and racial discrimination and sexual and racial harassment.
- Pupils are taught all topic areas considering 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, consent and how "to say no", and how to talk to other people about situations with which they feel uncomfortable. How to get support and report or manage issues including online.
- Teaching is about boys and girls.
- Building self-esteem is fundamental.
- 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 and giving consent.
- 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. Healthy and safe relationships including consent.
- 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.
- RSE explores forms of grooming, sexual exploitation, sexual harassment & sexual violence including when and how to access support.

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Sixth Form

- RSE is part of the Enrichment programme in Sixth Form. Key issues associated with RSE are highlighted, including building healthy relationships and recognising unhealthy behaviours and considering issues such as consent and domestic violence. Pupils who may need further help and advice about RSE are referred to external organisations such as The Market Place, Young Minds 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 school PSHE Co-Ordinator is responsible for coordinating RSE and PSHE lessons in the Prep School. The PSHE teacher is responsible for coordinating RSE and PSHE lessons at KS3 and KS4. In addition, they will support the Head of Sixth Form in delivering 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.
- 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.

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

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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

Those responsible for the writing of PSHE schemes and the delivery of PSHE constantly seek to update resources (videos, card games, photographs, posters, newspaper articles etc...) and are 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 EYFS, Prep School PSHE Co-Ordinator, Head of Prep School and Heads of Pastoral Care & Discipline, Lead PSHE teacher, 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 and is updated annually. The school believes that a key role in children's sex education lies with parents and carers.

A positive and supporting relationship with parents/carers is central to our school and builds mutual understanding, trust and co-operation. Parents will be sent the policy annually through email communications. Parents are consulted regarding any amendments to this policy. RSE/PSHE resources will be available to parents upon request. We are committed to working with parents and carers and we work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSE, we organise parental information sessions and opportunities to view the materials and resources used. We will also notify parents when RSE will be taught via email. Parents are welcome to arrange a meeting with the relevant member of staff, at any time to discuss the RSE schemes of work and its delivery.

Staff Training

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