



Gosfield School

Relationship, Sex and Health Education Policy

Gosfield School takes its responsibility to provide relevant, effective and responsible Relationship, Sex and Health Education to all its students as part of the School's personal, social, health and economic education (PSHE) curriculum very seriously. Gosfield wants parents and students to feel assured that sex education will be delivered at a level appropriate to both the age and development of students, and that it is safe to voice opinions and concerns relating to the sex education provision.

Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education, the School aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyberbullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy.

Full details of RSE and what is taught are available on request and the policy is displayed on the School website.

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Schools. Following government consultation changes to age restricted content is as follows:

In primary school, we've set out that subjects such as the risks about online gaming, social media and scams should not be taught before year 3.

Puberty shouldn't be taught before year 4, whilst sex education shouldn't be taught before year 5, in line with what pupils learn about conception and birth as part of the national curriculum for science.

In secondary school, issues regarding sexual harassment shouldn't be taught before year 7, direct references to suicide before year 8 and any explicit discussion of sexual activity before year 9.

We are also making clear that the concept of gender identity – the sense a person may have of their own gender, whether male, female or several other categories – is highly contested and should not

be taught. This is in line with the cautious approach taken in our guidance on gender questioning children. Teachers shouldn't initiate or suggest to a child that they socially transition – they should begin to consider a request if a student has asked to do so.

If a child does ask to socially transition, for example, to use a pronoun that is different to their biological sex, then teachers shouldn't automatically agree. Parents have a right to know, and teachers should discuss the child's request with their parents or guardian and take into account their views, except in exceptional circumstances where this risks significant harm to the child. They should also consider whether it's in their best interest, considering the wider context, including whether it will have an impact on the wider school, and allow a good amount of time to think before rushing into a decision.

Along with other factors, teaching this theory in the classroom could prompt some children to start to question their gender when they may not have done so otherwise, and is a complex theory for children to understand.

The facts about biological sex and gender reassignment will still be taught.

The guidance for schools also highlights transparency with parents, making it clear that parents have a legal right to know what their children are being taught in RSHE and can request to see teaching materials.

POLICY AIMS

The curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life and to ensure that students are able to make mature, well-informed and responsible decisions. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. By the end of their education the School hopes students will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

RESPONSIBILITIES

The Senior Leadership Team will ensure that staff are supported and up to date with policy changes. They will ensure that RSE and Health Education 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 Principal and Vice Principal of Senior School and the Head of Prep School will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students. They will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of students from non-statutory, non-science components of RSE. The Head of PSHEE, Head of 6th Form and Head of Science are the designated teachers with responsibility for coordinating relationship and sex education within the Senior School. The Assistant Principal Pastoral also coordinates aspects of the delivery of related topics through the tutor programme and the assembly programme.

Staff

Teachers of RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional

development training. In the Prep School, RSE will be taught by the class teacher with the National Science curriculum content being taught by a specialist Science teacher. Teachers will encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

Parents

The School expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the School where they feel it is needed.

Students

Students are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the School expects students to recognise this.

We expect students to support one another with issues that arise through RSHE. Listening in class, being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class are key to effective provision. Students who regularly fail to follow these standards of behaviour will be dealt with under the **Behaviour policy**. We also hope that students will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships and sex education or otherwise.

The organisation of Relationship and Sex Education

Relationships and sex education is delivered through Science, Religion Ethics and Philosophy, PSHEE, literacy activities and circle time. Relationship and sex education is taught by classroom teachers, and if appropriate, the school nurse.

A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationships and sex education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

IMPLEMENTATION AND CURRICULUM

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. Such a programme can successfully follow the outline given below.

In the Prep School, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, it is important that the pupils feel safe and secure in the learning environment to ask questions and for class teachers to have the skills to

answer with confidence on aspects of the curriculum. An environment of curiosity and understanding is key to embedding knowledge that is essential to build healthy relationships. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

In the Senior School PSHEE is delivered through the curriculum at Key Stage 3 and through the tutor programme for Key Stage 4 and 5. The Head PSHEE coordinates the delivery of RSE and PSHEE, should parents wish to see the Curriculum Outlines in advance they should make contact with the School.

In the Prep School:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, 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 • that others' families, 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 • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when we are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources

Senior school

<p>Families</p>	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships • how these relationships might contribute to human happiness and their importance for bringing up children • what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • why marriage is an important relationship choice for many couples and why it must be freely entered into • the characteristics and legal status of other types of long-term relationships • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships, in all contexts including online, such as: • trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict • reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable • the 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

<p>Online and media</p>	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage

	<ul style="list-style-type: none"> • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
<p>Key stage 5 Provision Key stage 5</p> <p>The Sixth form provision for RSE is taught within the Life Skills curriculum.</p>	<p>The related topics are:</p> <ul style="list-style-type: none"> • Class A/B/C Drugs • Cultural Appropriation • Drug Use • Feminism • Gender and Language • Honour Based Violence • Internet Safety • Relationships • Relaxing • Tolerance <p>Teaching related specifically to Relationships covers:</p> <ul style="list-style-type: none"> • Families • Respectful relationships (including Friendship) this includes Consent • Online and media • Being safe • Intimate and sexual relationships, including sexual health • Coercive control • Pornography

This content has been agreed in consultation with governors, parents and teaching staff.

The teaching programme for Relationship and Sex Education should complement the work done in science.

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHEE work, they develop skills to form friendships and think about relationships with others. They also learn about personal safety.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

- that animals including humans, move, feed, grow, and use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans and how they reproduce
- that humans and animals produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

Key Stage 3

At secondary school, the National Curriculum in Science requires that the following elements of RSE should be taught:

- Fertilisation in humans is the fusion of a male and female cell,
- The physical and emotional changes that take place during adolescence
- The human reproductive system, 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 fertilisation can be prevented by contraception and how some methods of contraception protect us from disease.

Key Stage 4

- The way in which hormonal control occurs, including the effects of sex hormone
- Some medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

WITHDRAWAL FROM RSE

The School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in the Prep school have the right to withdraw their child from sex education lessons, apart from lessons covered in the National Curriculum Science lessons, and should state this

in writing and send it to the Head of Prep. Parents do not have the right to withdraw their children from Relationships Education.

Parents of children in the Senior School have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE, they cannot withdraw their child from any elements delivered within the science curriculum. Any parent wishing to withdraw their Senior School child from sex education should put their request in writing and send it to the Principal and Assistant Principal Pastoral who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the School will respect the parents' request 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 will make arrangements to provide the child with sex education during one of those terms.

There is no right to withdraw from Relationships or Health Education at secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. However, we are confident parents will share our enthusiasm for the successful implementation of the new PSHEE curriculum, which we feel will benefit all of our students.

Before withdrawing or making a request, the School strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the science curriculum. If a student is excused from sex education the School will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

COMPLAINTS

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the School and follow the School's complaints policy which can be found on the School's website.

EQUAL OPPORTUNITIES

The School has duties under the Equalities Act 2010 to ensure that students are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the Anti Bullying policy.

SAFEGUARDING/CONFIDENTIALITY

We aim to provide a safe and supportive School community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the School's child protection and safeguarding procedure will be followed. The staff member will inform the Designated Safeguarding lead or DDSL in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the School will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved.

Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

DEALING WITH DIFFICULT QUESTIONS

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. Making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give students the sense that they are in a safe zone to speak freely about relationships and sex.

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill-equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Head of PSHEE.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education.

The School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

The School will use a variety of different strategies to ensure that all students have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- using videos
- group and paired activities.

MONITORING AND EVALUATION

Monitoring is the responsibility of the Principal and teachers with responsibility for relationship and sex education. The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason, we review the RSE curriculum annually and will inform parents of any revisions to the School's policy or sex education curriculum.

The School will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Links with other policies

This policy is linked with the following policies:

PSHEE and Citizenship

Equal Opportunities

Safeguarding

Confidentiality

Behaviour

Anti-Bullying

These policies can be found on the school website or requested from the School

Policy adopted by Governors: September 2024

This policy will be reviewed: September 2025

Jon Corrall.

Signed

(Chair of Governors)

Date: 7 October 2024

Signed

Mr Rod Jackson, Principal



Date

7/10/24

