



RELATIONSHIPS AND SEX EDUCATION POLICY (SECONDARY)

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This policy covers the approach of GES Secondary to the teaching of Relationships and Sex education (RSE), which is an integral part of a developmental PSHE (Personal, Social and Health Education) curriculum and contributes to safeguarding pupils. This policy requires that all members of the GES community feel valued and cared for, irrespective of age, gender, ability, creed, or race. Where a child has a special educational need or disability, staff should apply reasonable adjustments to this policy.

At GES we aim to equip our students to face the challenges of the future and to thrive as individuals and members of society. Our PSHE programme is a key part of not only helping them to fulfil their academic potential, but also to stay safe, healthy and prepare for life and work beyond our walls. We aim to ensure that students have the knowledge, skills and attributes that will help them to respond when they face critical opportunities and challenges in their lives, both now and in the future.

Our approach is grounded in the latest research and actively promotes positive mental health, in order to optimise wellbeing and help our students flourish. PSHE also plays a vital part in meeting schools' safeguarding obligations, promoting students' emotional wellbeing, and improving their ability to achieve in school, as well as enabling them to learn about safety and risks within relationships.

RATIONALE

We define 'Relationships and Sex Education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

We consider that a comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health, emotional and physical wellbeing and awareness of relevant laws. As well as providing knowledge and understanding, it also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and for staying safe, both on and offline.

AIMS & OBJECTIVES

We believe that Relationships and Sex Education is an integral part of our broader PSHE curriculum, and that an effective approach will contribute to the following:

- equip our pupils with the skills they need to successfully manage the potential opportunities and challenges of relationships in the modern world (sexual and non-sexual),
- help pupils to gain an understanding of the difference between consenting and exploitative relationships,
- help pupils to keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice,
- reduce early sexual activity, sexually transmitted infections, sexual exploitation and abuse, coercion, domestic violence and bullying,
- enable students to develop better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence,
- understanding that respect for oneself and each other sits at the heart of all healthy relationships.

OUR PROGRAMME

Our RSE programme for Key Stage 3 aims to provide a comprehensive body of knowledge and understanding. It is delivered primarily in the summer term by a dedicated group of teachers experienced in delivering the RSE curriculum. It follows the guidance set out by the

PSHE Association, uses their endorsed materials and broadly covers the following areas, (outlined in the table below) which are informed by the RSE Statutory guidance covering:

- Families
- Respectful Relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law
- Physical health and mental wellbeing (including healthy eating, drugs, alcohol and tobacco, personal hygiene, basic first aid and the changing adolescent body)

Y7	<ul style="list-style-type: none"> • Managing physical and emotional changes during puberty and adolescence and the importance of personal hygiene and preparing all students to understand menstruation. • Making healthy lifestyle choices including diet, dental health, physical activity and sleep • Developing self-worth and self-efficacy (emotional and mental wellbeing) • Qualities and behaviours relating to different types of positive relationships: understanding different types of committed, stable relationships, sexual and non-sexual relationships and the role of trust • Recognising unhealthy relationships (coercive behaviours, for example) • Evaluating expectations for romantic relationships including the characteristics and legal status of long-term relationships including marriage • How to seek and assertively communicate consent • Recognising and challenging media stereotypes and risks associated with online behaviours including cyber bullying
Y8	<ul style="list-style-type: none"> • Qualities of positive, healthy, sexual relationships built on mutual respect, consent, loyalty, trust and shared interests. • Awareness that all aspects of health can be affected by choices made in sex and relationships (physical, emotional, mental, sexual and reproductive health) • Gender identity and sexual identity / recognising and challenging discrimination and stereotypes to prevent prejudice • The law in relation to consent (international context) • The law in relation to sexual exploitation and other forms of abuse including sexual harassment and violence • How to effectively communicate about consent in relationships • An introduction to contraception • How to develop self-worth and confidence (wellbeing)
Y9	<ul style="list-style-type: none"> • Readiness for sexual activity, choosing when to engage in sexual activity Facts and misconceptions relating to consent and strategies to manage perceived pressure around engaging with sexual activity. • How the portrayal of relationships in the media and pornography (specifically sexually explicit material) presents a distorted picture of sexual behaviours • Different types of families and parenting, including single parents, same sex

	<ul style="list-style-type: none"> parents, blended families, adoption and fostering Managing relationships and coping with conflict within different types of relationships: recognising relationships that are criminal (e.g. violent behaviour / coercive control) and where to seek help and guidance Contraception and STIs
Y10	<ul style="list-style-type: none"> Qualities of positive, healthy, sexual relationships built on mutual respect, consent, loyalty, trust and shared interests and understanding the choice to delay sex or enjoy intimacy without sex Assumptions and misconceptions about sex, gender and relationships (sexuality and gender identity) Risks and opportunities of online relationships: managing these risks and understanding our data and information is used, shared and stored. How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support How social media may distort, mis-represent or target information in order to influence beliefs and opinions Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women (impact of drugs, alcohol and harmful substances) Contraception - choice and efficacy
Y11	<ul style="list-style-type: none"> Gender identity, gender expression and sexual orientation How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours Unhealthy, exploitative and abusive relationships - recognition of and accessing support Dealing with unwanted attention, including online: how to manage this and seek support Assertive values and personal communication (consent) How to evaluate decisions around parenthood including readiness for parenthood and positive parenting qualities as well as considering whether or not to have children Fertility, including how it varies and changes including the menopause Pregnancy, birth and miscarriage Unplanned pregnancy options, including abortion How to manage change, loss, grief and bereavement Understanding STIs and how risk can be reduced

We respect pupils' unique starting points by providing learning that is appropriate to their abilities, grounded in their prior learning and experiences, and respectful of any differences of faith, belief or culture. While promoting the School's values, we aim to ensure that our programme is balanced by providing opportunities to explore issues from a range of viewpoints. The curriculum is responsive to student needs and provides a carefully-sequenced, age-appropriate pathway which should support parents and students in engaging with RSE. Themes / content are re-visited in different year groups and tailored to meet the specific needs of that cohort. Cross-curricular links through other subject areas, for

example Science and Computing, will also be utilised when looking at reproduction and online safety and also PE when looking at physical and mental well-being. Students are signposted to websites, organisations and charities to access further support or information in relation to all elements of our RSE programme of study and our school nurse is also available and used as a specialist to deliver content at appropriate points.

PARENTAL INVOLVEMENT AND RIGHTS

We are committed to working with our parents to provide the best education for their children. We fully respect and uphold the rights of parents to engage further with the school to discuss their child's engagement with our RSE curriculum. We will also support parents to access and engage with materials, organisations and charities to support their relationship with their child when discussing RSE; we recognise that the home-school partnership is vital.

When a child is deemed competent to make their own decisions (as outlined by the [Gillick model](#)) then we will balance that right to attend RSE lessons and parental wishes. We will do this in discussion with the parents and students involved in the most open and transparent way possible.